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ABSTRACT

This unit is designed to help teachers of students in grades one through three in the Northwest Territories (Canada) meet social studies program goals and to develop student language learning. The unit focuses on Yellowknife, the capital of the Northwest Territories, and features nine lesson plans: location, physical features, transportation, touring Yellowknife, people of Yellowknife, the recent history of Yellowknife, the economy, Yellowknife as capital, and recreation in Yellowknife. Notes for teachers, resources, and introductory, culminating, and evaluation activities also are included. (DB)

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Yellowknife

A Social Studies Language Development Unit

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Yellowknife
The Capital of the N.W.T.

A Language Development Unit for Social Studies

Authors:
Cathy McGregor, Coordinator, Language Development
Heather Nolsoe, Program Specialist, Social Studies
Wendy Stephenson, Formerly Teacher/Principal,
Territorial School, Snare Lake, N.W.T.

Editors:
Cathy McGregor, Coordinator, Language Development
Heather Nolsoe, Program Specialist, Social Studies

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Paula Stein
Kathy Zozula
Jeanette Ireland
Mark Stainer
Judy Knapp
Margaret Jones
Lynda Mann
Janet LePrieur
Carole Lane
Heather Nolsoe
Sister Mary Edward Recoskie
Brenda Petersen
Bea Warren
Val Green
Joan Weaver
Jenny Turvey
Phyllis Kunder
Brenda Bellini
Lois Omson
Wendy Stephenson
Cathy Apawkok
Sister Mary Diane Cahill
Cathy Baugh
Edna Elias
Elizabeth Biscaye
DiAnn Watson
JoAnne Deneron
Terri Thayer
Jerry Geran
Jerry Par
Theresa Lachowski
Theresa Crane

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SOCIAL STUDIES TOPICS - Grades 1-3 (Revised)
(For One Grade Classrooms)

GRADE 1	GRADE 2	GRADE 3
MY COMMUNITY Community geography People in the community * Occupations What is a community? Why do people live in communities? Communities change	**MY COMMUNITY CHANGES FALL** FALL AS A SEASON * Hallowe'en * Berry Picking Barge/Sealift Fall in the Community Fall in the Bush/On the Land, in Our Community * Moose/Caribou hunt (fishing)	**COMMUNITIES** Communities in the N.W.T. Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake (choose 2 contrasting cultures and use " Fall in the bush/on the land" for comparison)
MY SCHOOL The classroom School routines and behaviour Parts of a school Objects in the school People in the school What is a school? School activities	**MY COMMUNITY CHANGES WINTER** WINTER AS A SEASON * Snow activities * Christmas Winter in the Community Skidoos Rabbit Snaring Winter in the Bush/On the Land, in Our Community * Trapping (animal signs) (fishing)	**COMMUNITIES** Communities in the N.W.T. Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake (choose 2 contrasting cultures and use " Winter in the bush/on the land" for comparison)
MY FAMILY What is a family? Where does my family live? What do families do? Families have needs and wants My family is special Families change	**TRANSPORTATION** Cars, trucks, three wheelers Boats Planes	**COMMUNITIES** Communities in the N.W.T. Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake (choose 2 contrasting cultures and use " Spring in the bush/on the land" for comparison)
ME I am growing/body parts My feelings I'm Me I'm Special **MY HOME** Parts of a house Home maintenance & safety Objects in the home	**MY COMMUNITY CHANGES SPRING** Spring as a Season * Rain/Mud * Mosquitoes Spring in the Community * Bicycles Spring in the Bush/on the Land, in Our Community * Beaver/Muskrat * Hunt/seal camp (fishing)	**COMMUNITIES** Communities in the N.W.T. Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake Choose the community you haven't studied.

Study these topics in whatever order is appropriate.

* denotes a mini-unit

SOCIAL STUDIES TOPICS
Grades 1-3 (Revised)
(For Multi Grade Classrooms)

YEAR	1	2	3
MY COMMUNITY CHANGES	Fall as a Season * Hallowe'en * Berry Picking	Fall in the Community * Barge/Sealift	Fall in the Bush/ on the Land * Moose/Caribou hunt (fishing)
MY SCHOOL	The classroom School routines and behaviour	Parts of a school Objects in the school People in the school	What is a school? School activities
MY COMMUNITY	Community Geography	People in the community * Occupations	What is a community? Why do people live in communities? Communities change
MY COMMUNITY CHANGES	Winter as a Season * Snow activities * Christmas	Winter in the Community * Skidoos/Komatiks * Rabbit Snaring	Winter in the Bush/ on the Land * Trapping (animal signs) (fishing)
MY FAMILY	What is a family? Where does my family live?	What do families do? Families have needs and wants	My family is special Families change
MY HOME	Parts of a house Objects in the home	Home maintenance Safety in the home	What is a home?
ME	I am growing/ body parts	My feelings	I'm Me I'm Special
TRANSPORTATION	Cars, trucks, three wheelers	Boats	Planes
MY COMMUNITY CHANGES	Spring as a Season * Rain/Mud * Mosquitoes	Spring in the Community * Bicycles	Spring in the Bush/ on the Land * Beaver/Muskrat hunt/seal camp (fishing)
COMMUNITIES	Communities in the N.W.T. (select from) Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake	Communities in the N.W.T. (select from) Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake	Communities in the N.W.T. (select from) Yellowknife Fort McPherson Norman Wells Pangnirtung Baker Lake

* denotes mini-unit

Grade 4 - Communities in Canada/the world.

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GENERAL CONCEPTS - UNIT OVERVIEW

YELLOWKNIFE COMMUNITY STUDY

* Actually covered in this unit.

* LOCATION

- Where is the city of Yellowknife located?
- Is it close to/far away from my community?
- What major geographical landmarks are found around Yellowknife?

* PHYSICAL FEATURES AND CLIMATE

- What is the land like around Yellowknife?
  - physical features
  - vegetation
- What is the weather like?
  - summer
  - winter
  - spring
  - fall
- When is freeze-up/break-up?

* PEOPLE

- Who lives in Yellowknife?
- Where do they come from?
- What languages do they speak?
- What is the major aboriginal group of the Yellowknife area?
- How have the lives of the major group changed in recent times?

* ECONOMY

- What jobs do people do in Yellowknife?
  - seasonal
  - wage
  - subsistence
- Where do people work?

* RECREATION

- What do people in Yellowknife do?
  - for sport
  - for recreation
  - for entertainment
  - for special days

* HOMES

- What kind of homes do people live in in Yellowknife?
- What kinds of materials are used?
- How do people heat their homes?

* FOOD/CLOTHING

- What kinds of food do people in Yellowknife like to eat?
- Where do people like to eat?
- Where do they get their food?
- What kinds of clothes do people wear?
- Where do they get their clothes?

* TRANSPORTATION

- What kind of transportation is available in Yellowknife?
- How do people travel in and out of the city?
- Why do people go to Yellowknife?

* ROLE AS CAPITAL

- Why is Yellowknife special?
- How does the role of the capital of the N.W.T. affect community life?
- What is the capital? How does Yellowknife help our community?

* ROLE AS MINING TOWN

- What kind of mines are there in Yellowknife?
- What is a mine? How does it work?

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HOW TO TEACH THE YELLOWKNIFE UNIT

How does the material in this unit relate to the Social Studies program?

The Social Studies K-9 (1979) program guide includes the study of communities in Grades Two and Three. This unit on Yellowknife is one of five Language Development/Social Studies units which focus on communities in the N.W.T. (See the charts on pages 1 and 2.)

You can use this unit to teach different parts of the Grade Two program, depending upon where you live. If you live in Yellowknife, this unit fulfills most of the requirements for Grade 2, Topic A: People In My Community. It contains lessons which relate to the sub-topics:

1: People Help Each Other (What people do)
3: Parts of My Community (Physical Features, Services)

If you live in another N.W.T. community, this unit fulfills many of the requirements for Grade 2, Topic B: Other Communities. It contains lessons which relate to the sub-topics:

1: Other Communities (Location, Appearance, Population)
2: How Do Other Communities Help Us? (Services provided)

You can also use this unit to teach parts of the Grade Three program. It includes lessons which teach Grade 3, Topic A: Our World Looks Like This. Lessons emphasize the sub-topics:

1: The Land Around Us (Immediate surroundings, your own regional and other regional characteristics)
2: People Around Us (Major groups, where they live)

The Yellowknife unit also includes material which relates to Grade 3, Topic B: How People Make A Living. Lessons include material from the sub-topic:

1: Communities Do Different Things (Mining, Government Centre)

You could use the lessons on mining and Yellowknife as the capital as introductions to the idea of specialized communities.

What part of my program is this unit?

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk and write about all subject areas in order to succeed in school. Most of the material in the "Yellowknife" unit relates primarily to Social Studies; it is therefore part of your Social Studies program. It also contains related activity ideas from other subject areas. You can include these activities as part of your Social Studies program or they can be carried out during the appropriate subject area period. For example, if you are working on the lesson on the location of Yellowknife in your Social Studies period, you might do the activities about the distance between your community and Yellowknife in your Math class.

What are the goals of this unit?

In addition to the general purposes listed above, the goals of this unit include developing and expanding students':

- knowledge and understanding of the Social Studies concepts listed at the beginning of the unit.
- mapping skills.
- thinking and problem solving skills.
- human interaction and social skills.
- listening, speaking, reading, and writing skills.
- ability to use language in many different situations and for many different purposes including acquiring, processing, and expressing information.
- language proficiency. The purpose is to increase their storehouse of language items and meanings (vocabulary) and to build their intuitive knowledge of structures (sentence patterns). The intent is not to have students study how the language works or to analyze it.

What grade level is this unit?

Schools throughout the N.W.T. have different ways of organizing students into classes. There are classrooms which consist of only one grade, while others combine two or even three grade levels. Small schools sometimes have to put primary and intermediate students together.

It is difficult to present a unit which teachers can use easily in all these different situations. The chart on page 1 outlines how the Language Development units could be used in multi-grade situations. It indicates that the "Yellowknife" unit could be taught in Year 1, 2, or 3 of a three year cycle with students ranging from Grade One to Three. Because of the variety of levels of students in the class, the unit includes concepts which are appropriate for both older and younger students. You will also find that the language activities are suitable for various grade levels. This allows you to teach the same unit to all students; it provides you with a variety of activities to accommodate different students.

The chart on page two indicates that in schools which assign one grade level to each class, this unit should be taught in Grade Three. You will find, however, that the unit includes some concepts which are appropriate for younger students as well. You will also find that some language activities in the lessons are suitable for younger students. This was done to accommodate the range of abilities which exists even in classes which are supposed to be one grade level.

What else do I need to know before I teach this unit?

Before you start teaching this unit you should read the information provided about Yellowknife. This will help you 'get a feel' for the city, and provide you with some background knowledge so that you can address students' questions and direct their research.

It is also important to understand the Language Development Approach which forms the basis of this unit and the Language Development Framework which forms the structure of each lesson. Please read the explanation of them which follows this section. It introduces the parts of each lesson and explains their purpose. Once you have read the description several times and taught a few lessons you probably will not have to read it before teaching every lesson.

How long should I spend on this unit?

The length of time you spend on each lesson and on the unit as a whole will depend in part upon what your students already know about the concept/topic and how interested they are in it. As with any unit you teach, however, the success of this unit will depend largely upon your interest in and enthusiasm about the topic. If you make the lessons stimulating to students, they will want to spend more time on the unit.

In general, it is more important to cover a few concepts well and ensure that students incorporate the language items for those concepts into their language repertoire than to cover everything in the unit. If students begin to lose interest in the topic, wind up what you are doing and start a new unit.

Which lessons do I teach?

This unit includes a number of lessons. As the person who knows your students and their needs best, you must decide which lessons are appropriate for your students and which are not. You may decide not to teach certain lessons because:

- students are not interested in that aspect of the topic
- students already know the language covered
- the language is too difficult or is not appropriate
- the concepts are too difficult or are not appropriate

The Introductory Activities on page 30 will help you identify which concepts and vocabulary students already know and therefore which lessons you can skip and which are more appropriate for you to teach. You might also want to check the students' cumulative files and/or discuss with other teachers which concepts/topics students have already covered. It is important to keep a record of which lessons you teach so that other teachers will not repeat that material in future years.

In what order should I teach the lessons?

You can teach the lessons in the order in which they appear in the unit or you can teach them in any order you think is more appropriate for your students.

How do I adjust these lessons to meet the particular needs of my students?

The lessons in this unit are SAMPLE lessons. They may be used in classrooms where English is the first language of students (and they are very proficient), where students speak a dialect of English, or where English is a second language for students who come to school proficient in an aboriginal language. Because of this diversity of linguistic situations it is difficult to design lessons which are equally appropriate in every classroom. These lessons provide an example of the kind of language and activities which are appropriate to teach the concepts related to the topic. You may be able to teach them exactly as they appear here. If you feel some aspect of a lesson is not appropriate for your students, however, feel free to adapt it to meet their needs. You may wish to use some of the activity ideas to make up lessons of your own; you could teach those instead of the lessons included in the unit. Some of the most common ways in which you might need to adjust the lessons include changing the:

a) amount or type of vocabulary and/or sentence patterns in a lesson. During the initial assessment activity you may find that students have/don't have particular vocabulary items or sentence patterns. You may need to make the language in each lesson simpler or more difficult, depending upon your students' proficiency. You may want to introduce fewer or more vocabulary items or sentence patterns. Students who are more proficient need to concentrate on vocabulary; you may want to omit all sentence patterns for them.

b) number of listening and speaking activities. Students who speak little or no English or who are not familiar with a topic require extensive aural/oral practice. This is particularly true of Grade One ESL students. You may want to delete reading and writing activities altogether for such students and substitute more listening and speaking activities. Students who are having difficulty speaking need more listening practice so you may want to increase the emphasis on listening. Students who are more proficient do not need as much listening and speaking practice; they can do more reading and writing activities.

c) kinds of activities suggested for listening, speaking, reading, and writing. Your students' ages, interests, abilities, needs, and language proficiency influence the kinds of activities you choose for them. Students with limited proficiency require more controlled Language Practice activities. Students who are more proficient can handle more open-ended activities. Your preferred teaching style and the materials and equipment available to you also affect your planning. You may want to change some of the activities to make them more suitable for your students. You may have to change others because you do not have the necessary resources.

d) sequence of activities suggested. Each lesson you teach should contain all three phases of the Language Development Framework: Concept Development/ Language Exposure, Language Practice, and Application. (Note that one lesson is more than one day's work.) You may want to alter the sequence in which you do the activities within each phase. This is particularly true if you have older students who are more proficient in reading and writing. You may have to combine some of those activities with listening and speaking to keep them interested and involved. (This is not as likely for primary students; they require simple physical actions to help focus their attention and energy during listening and speaking activities.)

e) content used to teach the concept in each lesson. These units have been developed for use throughout the N.W.T., in various cultural and linguistic situations. It is difficult, therefore, to be as culturally specific in the lessons as desirable. As you plan your lessons, you must be as sensitive as possible to the cultural values, experiences, and lifestyles of your students. Please try to make the lessons as relevant to your community and your students as possible. If you think anything might be offensive to parents or students in your community please omit it or substitute more appropriate content. LEA members, classroom assistants, and parents can provide suitable alternatives. If you are teaching any of the lessons in an aboriginal language, you may need to change some of the specific content in those lessons.

f) language in which you teach the lesson. If you teach in a classroom in which an aboriginal language is the language of instruction and English is taught as a second language, you will want to teach some of the lessons in each language. For students who are just learning to speak English, the language in some of the lessons is too difficult. Teach those lessons in the aboriginal language. In such situations, consider teaching the lessons as follows:

ABORIGINAL LANGUAGE	ENGLISH
Location in the N.W.T.	Location re: Own Community
Geographical Features	Climate
Aboriginal People in the Yellowknife Area	How/Why People Go to Yellowknife
The Dogrib: Yesterday and Today	Touring Yellowknife
Yellowknife: The Capital	Other People Who Live in Yellowknife
	Where People Work
	The Mines
	Recreation

If you teach in a classroom in which English is the language of instruction you will teach all of the lessons in English. If your students are not very proficient in English you may teach fewer vocabulary items of omit some lessons altogether.

How do I group students?

If you want to teach one lesson to the whole class, you can do Concept Development activities with everyone in most instances. They have been designed to be done with all students. Then you can group students for Language Practice activities according to their needs and abilities. Students who require extra listening and speaking practice can work with the teacher, a classroom assistant, a tape recorder, or a language master while other students do related reading and writing activities. In this way you can work with the whole class on the same lesson, but students can perform at their own individual skill levels.

Sometimes you may want to group students and teach each group a different lesson. You could organize these groups in at least two ways:

1) include students with different levels of proficiency in each group. The students who are more proficient serve as models for less proficient students. Teach each group a different lesson:

   e.g., group A: Location in Relation to Own Community
   group B: Location in the N.W.T.

   and have students share their work with each other.

2) include students with different levels of proficiency in each group. Teach each group one lesson:

   e.g., The Mines (to those students who are less proficient)
   The Capital (to those students who are more proficient)

What kind of preparation do I need to do before teaching a lesson?

First of all, you should read over the lesson so that you are familiar with it and with the materials you require to teach the lesson. You should also review the background information sheets provided.

Secondly, you should make sure you have all your materials ready, even if it means delaying the introduction of a unit or lesson for several days. This includes whatever resources you require for the Concept Development activities, as well as Language Practice materials: vocabulary cards, pictures, sentence strips, etc.

Initially it may seem as if there is a lot of preparation for each lesson, but one lesson may take several days to teach and most lessons use the same materials over and over again in different ways. Students in small groups use many of the materials from Concept Development activities during Language Practice. Most illustrations that you need for the lessons have been included. (You may have to adjust the size of some to make stencils or other resource materials.) If you work in a school where more than one teacher is using the unit, perhaps you can share the preparation work required. Older students often enjoy making things like sentence strips after school as well. Once you have made the materials for one lesson, be sure to laminate and save them for another teacher or another year!

How do I schedule a lesson on my timetable?

As you plan, keep in mind that one lesson is not necessarily equivalent to one day's work. You will require several days to cover most lessons. You need this amount of time to make certain students internalize new language items and concepts. The chart below shows how you might teach "Geographical Features" during your Social Studies period over a week.

Note that the Concept Development activities are spread over several days. This helps reinforce both concepts and language, and gives students who miss one day's lesson other opportunities to be exposed to the material. Note also that listening and speaking activities precede reading and writing so that students are very familiar with the language orally/aurally before they work with it in print.

Key

CD/LE = Concept Development/Language Exposure
LP = Language Practice
APP = Communicative Application
(L) = Listening activity
(S) = Speaking activity
(R) = Reading activity
(W) = Writing activity

"Geographical Features"

	Monday	Tuesday	Wednesday	Thursday	Friday
CD	#1	#2	#3		
LP		#1a (L) b (L) #2 (L)	#3 (L) #4a (L/S)	#4b (L/S) #5 (R) #6 (R)	#7 (W)
APP					#1 #2

Since it takes several days to cover each lesson, it is advisable to continue the times allocated each week for Science and Social Studies to teach this Social Studies unit for three weeks or a month. You could then switch to a Science unit for several weeks using both time periods.

How do I evaluate student progress in this unit?

Initial Assessment

The Introductory Activities (see page 37) which you do with the students before any of the lessons will help you determine which concepts and language students already know and which they need to learn.

Ongoing Assessment

It is important to continue assessing students' success in mastering language items, skills and concepts throughout the unit. Each phase of the framework provides opportunities for assessment. During the Concept Development/Language Exposure activities you can informally assess students' understanding of new concepts through observation. Watch to see which students have difficulty matching new language items with the appropriate objects or meanings. It is important to ensure that all students understand new vocabulary and sentence patterns before starting Language Practice activities.

While students are practicing language items in pairs and small groups in Phase Two activities you can assess individual student performance of listening, speaking, reading, and writing skills. You can decide which activity to do next based on student performance in the previous activity. Those students who have difficulty with aural/oral activities require extensive practice before doing reading and writing.

The Application activities have been designed to give you an opportunity to determine how much of the language for that lesson students have learned. You can also determine whether students understand the language and concepts.

In addition to observing students during lesson activities, sometime during the course of the unit each student should have a personal conference with you to review work from various lessons. The one-to-one nature of this meeting allows you to determine more effectively:

1. specific weaknesses and strengths in listening, speaking, reading and writing skills,
2. comprehension of and proficiency using new language items, and concepts,
3. topics and areas within a topic of particular interest to the student.

For the student this meeting serves as an important opportunity to articulate his thoughts and feelings about the topic, share his work with an interested adult, and identify future projects and directions in his work. You can use the conference to take an in-depth look at one piece of independent reading/writing, to teach skill lessons needed to support and encourage student efforts, and to determine appropriate activities for future lessons.

Final Assessment

The culminating activities provide further informal assessment opportunities. During these activities students use all the concepts, skills and language they have learned throughout the unit. They emphasize sharing new knowledge with parents and other classes.The evaluation activities help you determine what concepts and content students have learned during the unit. The activities included are samples; you may want to make up your own with different vocabulary or content. In addition, you may want to use your own assessment techniques or instruments to determine what students have learned.

What kind of records should I keep for this unit?

You will want to keep records for yourself of individual students' progress and mastery of skills, concepts and language. These records can be a combination of anecdotal notes based on observations, check lists, formal or informal tests, taped samples of students' speech and reading, and samples of written work.

Students should also be responsible for keeping records of what they have accomplished. They can keep lists (new words, poems they have learned, stories they have read, books they have written), journals, and their own samples of speech, reading, and writing.

You will find more detailed information on evaluation and record keeping in the ESL/ESD Language Development Guidebook.

Finally, it is also important to keep a list for the next teacher of which lessons you have taught and which concepts have been covered in those lessons. Hopefully this will prevent those groans of "We did that last year." or even worse "We've done that every year since Grade One!"

INTRODUCTION TO THE LANGUAGE DEVELOPMENT APPROACH

This unit consists of lessons which illustrate how to implement the Language Development Approach in the classroom. In order to use these lessons most effectively, it is important to be familiar with and understand:

a) the principles which form the basis of the approach, and
b) the methodological framework which provides the structure for the lessons and applies the principles to teaching practice.

The following is a brief explanation of the principles and the framework. For a more in-depth discussion of both, refer to the appropriate sections in the Language Development ESL/ESD guide.

PRINCIPLES

The Language Development Approach draws on elements of many approaches to teaching second languages and English language arts and integrates these to form a broad set of principles regarding language teaching. These principles include:

1. **Students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the school language program.** The program should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Such students should gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring, and help them learn the English used in other communication situations and that is necessary for success with the curriculum. The aim of language instruction, where applicable, and where possible, is to create bilingual students.

2. **Students need to learn to articulate for themselves and to communicate their thoughts, feelings, needs, opinions, and intentions for a variety of purposes in many different communication contexts. They need to be able to understand, learn from and respond to the communication of others.** This involves being able to:

 a) express and inquire about personal needs, desires, feelings
 b) socialize
 c) direct
 *d) express and find out intellectual attitudes
 *e) impart and seek factual information on past and present experiences
 *f) reason logically
 *g) predict
 *h) project
 *i) imagine.

 * Success in school depends largely upon the students' abilities to use language in these ways.

3. **ESL/ESD students need to spend more time learning to speak English than they do learning about English.** Until students have an extensive language repertoire, and can use language for a variety of purposes and in many different situations, they are not ready to analyze language. When students have developed an intuitive grasp of how English works, they can begin to study language concepts and how to apply them.

4. **Students need to learn language, but they also use language to learn.** Therefore, language should be taught across the curriculum. Whether students are learning a subject in their first language or in a second language, the development of each student's language skills is essential to achievement in the subject.

5. **Students need to learn language that is meaningful.** It is easiest to accomplish this when teaching language in a context. Therefore, all teachers, in all subject areas, must attend to concept development. Without adequate concept development, the language students learn is either vague or devoid of meaning.

6. **Students need to learn to develop their thinking skills and to engage in more abstract levels of thought as they mature.** They must learn the

language that allows them to express their thinking about concepts. Initially, they need to learn concrete vocabulary and functional sentence patterns as they learn to recall, match, sequence, classify, etc., during activities. Eventually they need to learn more abstract terms and more complex sentence patterns as they grow in their ability to think more abstractly: generalizing, analyzing, imagining, predicting, and evaluating.

7. **Students need to participate in language activities that integrate the language strands of listening, speaking, reading, and writing.** When these strands are taught in isolation from each other in the guise of subjects such as spelling, phonics, grammar, reading, etc., student learning becomes fragmented. Students have difficulty understanding the relationships among listening, speaking, reading, and writing and lose the benefit of one or more strands preparing for and/or reinforcing growth in another e.g., discussion and brainstorming which involve listening and speaking prepare students for writing. First and second language programs should therefore integrate listening, speaking, reading, and writing skills. Specific skills taught will vary with the proficiency level of the students. In the initial stages reading and writing activities should use only language students have internalized already through aural/oral work. Strong oral proficiency is a prerequisite to learning to read.

   a) The successful reader relies on three language cue systems:

      - grapho-phonemic
      - semantic-associational
      - syntactic

      The ability to use the latter two systems is a function of oral language proficiency. The greater the oral proficiency or degree of internalized language of the student in either his first or second language, the more able he is to use the latter two systems. Reading instruction should not emphasize the use of the grapho-phonemic system to the exclusion of the semantic associational and syntactic systems.

   b) The successful writer also relies on three cue systems. He must possess a meaning base on which to draw, a storehouse of vocabulary representing the meaning base (semantic-associational), and an intuitive sense of how the English linguistic system works (syntactic). Mechanical skills (grapho-phonemic) are just the tools which enable students to communicate knowledge more effectively.

8. **Students need to learn "real" language and how to use it in the natural situations in which it is required.** They need opportunities which involve productive interaction with others to learn to use language effectively. They cannot learn language by themselves in isolation from others, or solely through paper and pencil exercises.

Program content, classroom organization, and teaching techniques used to develop concepts, language and skills should:

a) reflect all of the above, and
b) vary according to:

  - the language proficiency of the students in the first and second language,
  - cultural background (experiences, interests, and cognitive abilities),
  - age/grade levels,
  - type of topic,
  - learning style of students,
  - materials and equipment available,
  - teaching style of teacher.

FRAMEWORK

The Language Development Approach uses the following framework to structure lessons involving language learning and conceptual development for all subject areas or for any topics of personal or cultural relevance and interest. The framework consists of three phases:

Phase One:	Concept Development/Language Exposure
Phase Two:	Language Practice
Phase Three:	Communicative Application

LANGUAGE DEVELOPMENT FRAMEWORK

(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)

PHASE ONE: CONCEPT DEVELOPMENT/
LANGUAGE EXPOSURE

- Assessment
- Concept Introduction
- Language Items Introduction

INTELLECTUAL SKILLS

- Perceiving
- Retrieving
- Recalling
- Matching
- Sequencing
- Classifying
- Comparing/Contrasting
- Generalizing
- Inferring
- Predicting
- Interpreting
- Hypothesizing
- Imagining
- Applying
- Analyzing
- Synthesizing
- Evaluating

PHASE TWO: LANGUAGE PRACTICE

- Assessment
- Concept Consolidation
- Language Internalization
- Skills Development

- Listening
- Speaking
- Reading
- Writing

PHASE THREE: COMMUNICATIVE
APPLICATION

Assessment

Listening and Reading
Comprehension

Speaking and Writing
Creative Expression

Phase One: Concept Development/Language Exposure

At the beginning of this phase, it is important to assess what conceptual and linguistic knowledge students already possess for a topic. This assessment establishes the appropriate starting point for instruction and helps determine which concepts, experiences, and language items to emphasize.

During this phase, students participate in meaningful activities or experiences through which they learn new concepts related to the topic of study. As much as possible, these activities should involve direct, firsthand, active learning with concrete materials. Where necessary, i.e., a unit on space, indirect or analogous experiences (films, filmstrips) allow students to move beyond the confines of the immediate classroom to explore concepts associated with other times and places. These activities and experiences help students build bridges between what they already know and new concepts.

While they carry out the concept development activities, students hear and use the new language items that express the concepts. They learn to associate new vocabulary with the relevant objects or actions and to express the relationships among concepts with appropriate sentence patterns. It is essential that students learn the meaning of all new language items during this part of the lesson.

You may choose to use the students' aboriginal language during this phase when students have little or no English. You can conduct the assessment tasks in their first language to determine the extent of their conceptual knowledge. If the concepts are familiar, concentrate in ESL classes on teaching the related English language items. If the concepts are new, teach them to students in their first language and then introduce English language items. In classrooms where English is the language of instruction, have the Classroom Assistant explain difficult concepts in the students' aboriginal language to be sure they understand them.

Phase Two: Language Practice

In Phase Two, students use the new language items introduced in Phase One in a variety of activities that develop listening, speaking, reading, and writing skills. Through intensive practice of items in a variety of ways, students come to "own" the new language, i.e., commit it to memory so that it becomes part of their permanent storehouse of language items. These activities also continue to strengthen the bond developed in Phase One between the new concepts and the language items that represent those concepts. While the whole class may participate in most of the Phase One activities, it is important to group students for language practice according to their language skills and needs. For students who are not proficient in English, use only language items that they are comfortable with aurally/orally in reading and writing activities.

Phase Three: Communicative Application

The final phase of the lesson sequence provides opportunities for students to use their acquired knowledge and language to communicate in a variety of situations. Students show they have understood the new concepts and can use the new language items as they interact with others. Activities involve students in listening, speaking, reading, and writing to solve problems, bridge an information gap, share information, complete a task, develop an arts and crafts project, share a finished product and explore related concepts and language. While carrying out these activities, the teacher can work individually with students to assess the extent to which they have mastered the concepts and language from the lesson.

In addition to the communicative application activities for each lesson, there are culminating activities at the end of each unit which provide opportunities for students to use all the concepts and language they have learned throughout the unit. During these activities the teacher can meet with each student to review his/her work and what he/she has learned during the unit.

Intellectual Skills

An essential component of the framework is the development of intellectual skills. Learning new concepts and language involves thinking skills. On the other hand, the ability to think abstractly involves conceptual and linguistic knowledge.

A student who lacks the prerequisite basic experiential and linguistic knowledge for a topic cannot engage in activities that require him to apply or solve problems using that knowledge. In moving towards abstract levels of thinking students must:

- acquire simple and concrete concepts and the corresponding labels,
- see patterns and relationships among concepts and form progressively larger and more inclusive conceptual networks in the form of principles and generalizations,
- apply the principles and generalizations to new situations, and
- analyze, synthesize, and evaluate old and new knowledge to solve problems.

In the Concept Development/Language Exposure phase, assessment activities establish whether or not students have basic building block concepts and language to engage in more abstract thinking about a topic. Subsequent activities fill gaps and/or extend the students' background. The structured nature of Language Practice activities demands less high level intellectual activity. Answers are more convergent in nature; the information readily provided or available. However, Communicative Application activities require divergent thinking. Students draw on what they already have learned during the previous two phases to bridge an information gap or solve a problem.

USING THE FRAMEWORK

The Language Development Framework:

- helps students acquire a conceptual background about a topic,
- helps students acquire language to express their knowledge about that topic, and

- provides opportunities for students to use their knowledge and related language in a variety of situations and,
- provides opportunities for students to engage in higher levels of thinking.

The framework forms the basis for the following lessons. Keep in mind that the techniques and activities you use with students depend upon many factors:

- cultural background of students
- learning style of students
- age level of students
- proficiency in English
- type of topic
- materials and equipment available, and
- preferred teaching style of teacher.

BACKGROUND INFORMATION ON YELLOWKNIFE

Yellowknife got its name from Samuel Hearne's description of the people he saw in the area during his travels in 1771. They were using copper knives. The word "copper" soon was modified to "yellow." The Yellowknives disappeared from the area about 1830 and were replaced by Dogrib groups.

LOCATION/PHYSICAL FEATURES

Yellowknife is located:

- 960 km north of Edmonton (1,524 km by road).
- on the west shore of Yellowknife Bay (north shore of Great Slave Lake).
- "Old Town" is on a rocky peninsula and island.
- "New Town" is situated on a flat sandy area with rock outcrops, lakes and muskeg areas.

CLIMATE

Rainfall

- Average precipitation is 26.7 cm/year - mostly in the form of snow.

Temperature

- July temperature is an average of +16°C (high 20.7°C - low 11.8°C)
- January temperature is an average of -28°C (high -24°C - low -33.0°C)

Daylight

- 6 hours in December - January
- 24 hours in June

Break-up

- occurs in May/June

Freeze-up

- occurs in November/December

Seasons

- Summers are variable - sunny and warm, dull and rainy. Many people grow vegetable and flower gardens in Yellowknife.

- Winters are generally clear and cold. Yellowknife is often covered in "ice fog" on the cold days.

- Spring and Fall are often the most pleasant times of year, cool and sunny. (These seasons are very short.)

PEOPLE

Size

- In 1985 an estimated 11,000 people lived in Yellowknife.

8% Dene
5% Metis
1% Inuit
86% Other

Cultures

Yellowknife has a multi-cultural population. Languages spoken are mainly English, Dogrib, Slavey, Chipeweyan and French. Some people also speak Inuktitut and other Inuit dialects. Many people from other parts of the world live in Yellowknife. There are Vietnamese, Chinese, Ukrainian, Italian, Filipino, South African, East Indian, West Indian, South American, British, French Canadian, American, etc. groups.

FOOD

Most food is flown or trucked in from Edmonton or further south. Some families order cases of food wholesale from the south. There are three large grocery stores (including a Co-op), two meat stores, a fresh seafood outlet, two bakeries, a fresh produce outlet and four small convenience stores. There is also one expediting company which has a grocery store for bush orders. There are many restaurants and take out/fast food places.

Many people still eat food from the land: caribou, moose, fish, ptarmigan, ducks and berries.

CLOTHING

Nowadays it is mostly store bought.

The Bay is the major clothing outlet. There is one store which specializes in children's clothing. There are two men's stores and there are at least six places which specialize in women's clothing. Some other stores carry small inventories of clothing for men, women and children. There are a number of businesses which sell northern parkas from Inuvik and parkas from the South. There are two stores which specialize in outdoor/down clothing. There are also two shoe/boot stores.

Some people still make their clothes. There are several handicraft/native clothing stores in Yellowknife and several dressmakers. There are also five places where you can buy fabric and sewing supplies.

TRANSPORTATION

People travel in/around and to Yellowknife by:

- aircraft (from bush planes to jets - 737's and Electras)
- skidoo
- taxi
- bus
- boat (including sail, motor, fishing)
- dogteam
- motorcycle, scooter
- 3 wheel vehicles
- car
- truck
- bicycles

Yellowknife is a major transportation centre for the N.W.T.; the airport handles flights to and from Edmonton, Winnipeg, Inuvik, Cambridge Bay, Rankin Inlet, Frobisher Bay, Resolute Bay and many smaller communities.

The Mackenzie Highway is the road link with Edmonton and via the Liard Highway to northern B.C. and the Yukon. It is 1,524 km. from Yellowknife to Edmonton.

Great Slave Lake is still used for barge transportation from the Hay River/ Mackenzie River system for fuel oil and some other materials.

RECREATION

Yellowknife has a number of facilities which accommodate many recreational activities. These include:

Activities

- boating
- windsurfing
- water skiing
- camping
- fishing
- softball
- golfing
- skating
- hockey
- curling
- street hockey
- martial arts
- singing (choral)
- bridge

etc.

- cross country skiing
- broomball
- bowling
- tennis
- racquet ball
- squash
- fitness
- swimming
- gymnastics
- various types of dancing
- dog racing
- skidooing
- playing musical instruments
- carnivals
- playing video games

Places/Facilities

- 2 arenas
- many gyms/fitness clubs
- Cross-Country Ski Club
- Swimming Pool (indoor)
- Racquet Club
- Movie Theatres
- Arts and Culture Centre
- Library
- Beaches
- Heritage Centre and Museum
- 2 Radio Stations
- T.V. Station
- Cable T.V.
- Arcade
- Bowling Alley
- Curling Club

CHURCHES

There are several churches in Yellowknife including Holy Trinity Anglican Church, St. Patrick's Roman Catholic Church, the Church of Christ, the Pentacostal Chapel, the Pentacostal Tabernacle, the Salvation Army, the Seventh Day Adventist Church, the United Church, and the Baptist Church.

RELATED RESOURCES

YELLOWKNIFE

A Raven's View of Yellowknife (games and activities)
BLT Enterprises, Yellowknife

Canada's North: The Reference Manual (background information on government, etc.)
Canadian Government Publishing Centre
DIAND, Ottawa 1985

Footloose in Yellowknife
Outcrop, Yellowknife 1984 ($0.25)

Giant Yellowknife Mines Ltd (pamphlet)
Metropolitan Printing

Gold Fever (game)
JuTone Enterprises, Yellowknife

Hearts of Gold: A Celebration - Yellowknife's First 50 Years (Video)
Films North, Yellowknife ($49.95)

I Am Curious! - Yellowknife (pamphlet/recipes, nature guide)
Chamber of Commerce
Canarctic, Yellowknife ($0.25)

N.W.T. Data Sheets: Yellowknife
Department of Information, GNWT 1984

Northern Biography Series (sheets)
Jack Sissons, Norman W. Byrne, Bill McDonald, Mildred Hall,
John Anderson Thompson
Department of Education, GNWT

The Yellowknife Album (record/tape)
Jamadam Records
Box 1212, Yellowknife X1A 2N9 ($10.00)

Walking Tours of Yellowknife
Chamber of Commerce, Yellowknife

Yellowknife (book)
Carolyn Czarnecki and Hans Barford
Outcrop, Yellowknife

Yellowknife - A City Built On Gold
Available in the N.W.T. Community Resource Kit

Yellowknife at a Glance (pamphlets)
Outcrop, Yellowknife

Yellowknife, Capital of the N.W.T. (pamphlet)
Yellowknife City Hall

Hello Yellowknife (Rainbow Series: Cities)
GLC

Yellowknife Homecoming (booklet)
Type Unlimited, Yellowknife
Available free from Chamber of Commerce

Yellowknife Slide Set
Department of Education, GNWT
Available from your Regional Resource Centre

Northwest Territories: The Armorial Bearings, Flag, Floral Emblem, Tartan, Seal and Mace (pamphlet) - N.W.T Department of Information

Flags of the Northwest Territories - (poster)
Inkit, Yellowknife

Flag and Crest of the home community

THE DOGRIB

A Dogrib History - Grades 1-3 (Revised 1986)
Tara Fraser
Department of Education, GNWT 1983

A Dogrib History - Grades 4-6 (Revised 1986)
Tara Fraser
Department of Education, GNWT 1983

Dogrib Alphabet Posters
Department of Education, GNWT 1985

Dogrib Birds and Animal Charts
Department of Education, GNWT 1985

Dogrib Legends (cassettes & filmstrips & books)
Department of Education, GNWT

The Heritage of the Dogrib (pamphlet)
Economic Development and Tourism and Northern Frontier Association
Canarctic, Yellowknife 1986

Johnny and Tendi Series (books for children)
Department of Education, GNWT 1972
particularly Johnny Goes to Yellowknife

N.W.T. Data Sheets: Rae-Edzo
Department of Information, GNWT 1984
Snare Lakes Dogrib/English Story Books (series)
Department of Education, GNWT

Dene Traditional Lifestyle Prints
Department of Information, GNWT

Teaching Notes: Traditional Life Series
Department of Education, GNWT, 1983
(to accompany Lifestyle Prints)

Dechinta in the Bush (picture set)
Department of Education, GNWT, 1973

Faces of the Dene (picture set)
Native Communications Society of the Western N.W.T.

Other Resources

Rock Samples - from Giant or Con Mines, Chamber of Mines, Department of Energy, Mines and Resources, etc.

INTRODUCTORY ACTIVITIES

Use these activities at the beginning of the unit to:

1. focus the attention of the students on the topic;

2. determine your starting point for instruction; and

3. determine the direction of the work in the unit.

Through these activities you can determine a number of important things which will assist you in making the unit most meaningful to students. First of all, you can find out what students already know about the topic/concepts you intend to cover. It is important to identify what experiences students have which relate to the topic/concepts and what ideas they have about it. By identifying these (and then referring to them during lessons) you can help students relate the unit to their existing ideas and their own lives. If they have any misconceptions, these should be noted to address in the relevant lessons. You may find that there are concepts which the students know well enough so that you can skip the lessons which teach those concepts.

The activities will also assist you with identifying gaps in the students' knowledge which require that you teach certain lessons.

Secondly, these activities can help you determine what vocabulary items students already have so that you can decide which language items to emphasize. It is important to ascertain the meanings students may have for vocabulary items; sometimes their intepretations may surprise you!

Thirdly, you can use these activities to identify particular areas of interest to individuals, groups of students, or the whole class. You can then include activities in lessons which anticipate student interests, thereby increasing motivation for them to participate and to learn. You may decide to add/substitute lessons or concepts not covered in the unit because of students' interests. You may also omit some lessons because they are of less interest to students.

1. a) Brainstorming: Ask the class if they've ever been to Yellowknife or if they know anyone who has. Ask them what they think of when they think of Yellowknife. (Older students might be able to do this in pairs or small groups first.)

   b) Make a Yellowknife word ladder; write each of the words they give you on a rung. (With very young students you may have to use pictures or a combination of pictures and words.) You may need to focus their thinking by asking questions:

   What jobs do people have there?
   Why is Yellowknife important?
   What does the land look like?
   What is the weather like?
   Why do people visit/go to Yellowknife?
   Where is Yellowknife?

Encourage students to predict the answers to these questions even if they aren't sure they know exactly. (It might be interesting to record their predictions separately and compare them to the actual answers when these are determined.)

2. Locate Yellowknife on a map of the N.W.T. in relation to your own community.

3. Show your class the slides of Yellowknife available from your regional resource centre. (Alternatively show them pictures, booklets from your school's N.W.T. Community Resource Kit or accompanying this unit.)

4. a) Ask the class to give more words now that they have seen the visuals. Add them to the word ladder.

   b) You should have enough words by now to begin to categorize them. Make separate word ladders for each category. Add to these lists as the unit progresses and students learn new information. At the end of the unit you can review all the information on the ladders. Keep them for future reference.

Jobs	Location	Why People Go There
civil servant	Western Arctic	meetings
miner	river	doctor
secretary	island	shopping
		school

   c) As a result of what you have done so far, students should have questions about Yellowknife that they would like to answer. Make a list of these question(s) and use them to focus the lessons you teach.

   e.g., Why is Yellowknife the capital of the N.W.T.?
   What does it mean to be a 'capital?'
   What kind of mines are there in Yellowknife?
   How do people get the rocks out of the ground?

Science/Social Studies

Find location of Yellowknife and various other communities in the North and in Southern Canada.

Identify regions within the N.W.T.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

LOCATION OF YELLOWKNIFE

Math

Measure the distance between the home community and Yellowknife.

Calculate time and distance between the home community and other communities in Canada.

Art

Model/diorama of Yellowknife area.

Make a mural of the N.W.T. showing regions.

Make a jigsaw map of the N.W.T.

Language Arts

Role play a trip from the home community to Yellowknife.

Make a travel brochure or poster advertising a trip to Yellowknife.

Play "Location Bingo".

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LESSON: LOCATION RELATIVE TO OWN COMMUNITY

Concept: Location of Yellowknife in relation to home community

English Vocabulary (* actually developed in this lesson)

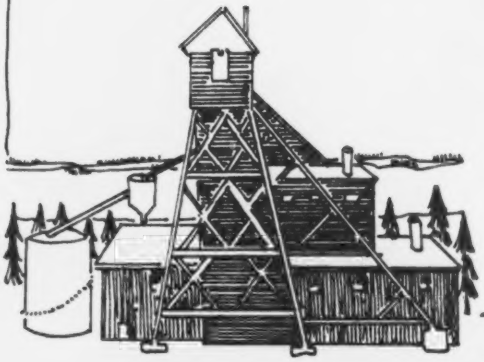
* Yellowknife
* name of own community
* names of other N.W.T. communities with which students are familiar
* close to
* far away from

English Sentence Patterns (* actually developed in this lesson)

* Where is (Yellowknife)?
* (Yellowknife) is close to/far away from (your home community.)
* (Yellowknife) is _________ km from (your home community.)

Special Materials Required

Wall map of the N.W.T.
String/yarn
Desk maps of the N.W.T. - available from Regional/Area Resource Centre



Concept Development/Language Exposure

1. Mount and show students a large map of the N.W.T. Use the question "Where is ____________?" to ask someone to find your own community (if you think anyone knows). Place a tack or marker on it. Ask students to find other communities they know. Mark each of these. Then ask someone "Where is Yellowknife?" Mark it as well.

2. a) Take the class into the gym or outside. Divide the class into pairs. Have each pair stand 'close to' or 'far away from' each other. Use the sentence patterns to discuss how the students are standing: e.g.,

"Where is John?
John is close to Scott."

"Where is Susan?
Susan is far away from Ruthie."

b) Give each pair a piece of string of a different length (some short, some long). Have each student in a pair hold one end of their string and pull it tight. Use the sentence patterns to discuss how students are standing now. Establish that those who are close to each other have short strings and those who are far away from each other have long strings.

3. a) Use pieces of string to join your community to each of the other communities marked on the map. Look at how long each piece of string is as you put it up. Discuss with the students whether each community is close to/far away from your community using the sentence pattern. (Help students see that the long pieces of string indicate communities far away from your own; the short pieces indicate communities close to your own.)

b) If your students have studied kilometres in Math, have them measure the strings and use the map legend to find out how close to/far away from the other communities your community is. Make a chart showing the results using the sentence patterns:

Rae Edzo is close to Fort Providence.
Rae Edzo is _____ km from Fort Providence.

Yellowknife is close to Fort Providence.
Yellowknife is _____ km from Fort Providence.

Etc.

Language Practice

L 1. Ask students to listen for the term 'close to' or 'far away from' (or both). Have them make a mark on paper each time they hear the terms in the story you tell. Add up the number of

times they hear each term. Repeat the story if there is any disagreement. Tell a story like this:

> My big brother is going away to school. My little sister asked me "Where is Yellowknife?" I played a game with her. I said "Yellowknife is far away from Igloolik. It is far away from Frobisher Bay. It is far away from Hall Beach. It is close to Hay River. It is close to Coppermine. It is close to Rae Edzo." But she was too little to know how far from us that is.

L/S 2. Make a series of statements about the communities marked on the map. Students repeat the statements if they are true, but say nothing if they are false.

L/S 3. Question and Answer: Divide the class into several groups. Ask a question of the first student in each group: e.g., "Where is Yellowknife?" Each of those students answers using one of the sentence patterns: e.g., "Yellowknife is close to Fort Rae." They then ask the second student in their group the same question. S/he has to answer differently and then ask the third student. Continue until all students have had a turn. (Let students refer to the map if necessary.)

L/S 4. Make up riddles about the various communities. For example:

> "I'm thinking of a small community.
> It is close to Yellowknife.
> Its name begins with a D."

Students try to guess what the community is by looking at the map and respond using the sentence pattern. For example: "Detah is close to Yellowknife."

R 5. On the blackboard or a chart, make a list of statements about the communities marked on the map during CD/LE activity 1:

> Inuvik is far away from Yellowknife.
> Fort Norman is close to Norman Wells.
> Rankin Inlet is close to Chesterfield Inlet.

or during CD/LE activity 3b:

> Rae Edzo is _____ km from Fort Providence.
> Yellowknife is _____ km from Detah.

Divide the students into two teams. Each team reads the statements and tapes cards saying YES next to the ones they think are correct and cards saying NO next to the ones they think are false. (Give each team different coloured cards.) Go over the answers. Give points for the team that finishes first and points for each correct answer. Repeat with different statements.

R/W 6. Write out a number of sentence patterns on sentence strips:

Coppermine is close to Cambridge Bay.

Yellowknife is far away from Frobisher Bay.

Etc.

Cut up each strip into words. Give each student a word. They have to find the rest of the students they need to make a complete sentence.

W 7. Give each student a desk map of the N.W.T. Have them locate and write in the names of the communities you have studied. Have them draw lines connecting the communities and measure and list the distances between them. Students should write several sentences about the communities using the sentence patterns.

Application

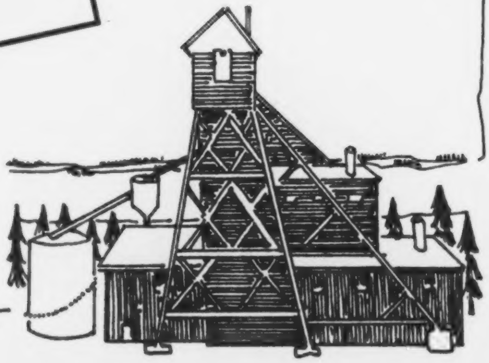
1. Find some southern Canadian cities on a map. Use the sentence patterns to comment on whether they are close to or far away from each other and from the home community.
2. Have students choose several of these southern cities. Have them use a map to determine how far away each city is from Yellowknife.

Related Activities

1. Calculate time and distance between your own community and Yellowknife.
2. Make a travel brochure or poster advertising a trip to Yellowknife.
3. Role play a trip from your own community to Yellowknife.

Other Ideas - (Add your own)

SINCE THIS UNIT WAS DEVELOPED FROBISHER BAY HAS BEEN RENAMED IQALUIT



LESSON: LOCATION IN THE N.W.T.

Concept: Location of Yellowknife in relation to other areas of the N.W.T. Location of Yellowknife in relation to major physical features of the N.W.T.

English Vocabulary (* actually developed in this lesson)

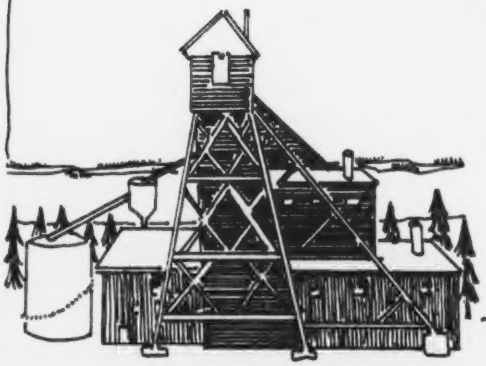
* Yellowknife
* Western Arctic
* Eastern Arctic
* Central Arctic
* Yellowknife River
* Great Slave Lake
* Northwest Territories
* name of own community
* names of other familiar N.W.T. communities
* names of geographical features near your community: lakes, rivers, etc.

English Sentence Patterns (* actually developed in this lesson)

* Where is (Yellowknife)?
* (Yellowknife) is in the (Western Arctic/Northwest Territories).
* (Yellowknife) is on (Great Slave Lake).

Special Materials Required

Jigsaw map of the N.W.T. (Make your own from Explorer's Guide Map.)
Wall map of the N.W.T.
Stencil, "Bingo" cards, etc.
Desk maps of the Yellowknife area



Concept Development/Language Exposure

1. a) Review the location of Yellowknife (as in the previous lesson) using the map of the N.W.T. If you haven't done so already, mark both your community and Yellowknife. Introduce the sentence patterns:

"Where is (your home community)?"
"It is in the N.W.T. It is in the ________ Arctic."

"Where is (Yellowknife)?"
"It is in the N.W.T. It is in the Western Arctic."

Show the approximate division into Eastern, Western and Central Arctic. Show the total area which is in the N.W.T.

b) If students are familiar with other N.W.T. communities, (those in your area or region) mark them on the map and discuss their locations using the sentence patterns as well:

"Where is Lake Harbour?"
"It is in the N.W.T. It is in the Eastern Arctic."

c) Divide students into three groups. Give each group the pieces of one section of the Arctic jigsaw puzzle (Central, Western, Eastern). Have each group put its section together. Then have the groups put the three sections together to make the N.W.T. Label each part. Review which part your community is in and which part Yellowknife is in using the sentence patterns.

2. a) Look at the major features around your own community. Label them using the sentence patterns:

"Jean Marie River is on the Mackenzie River."
"Cambridge Bay is on Victoria Island."
Etc.

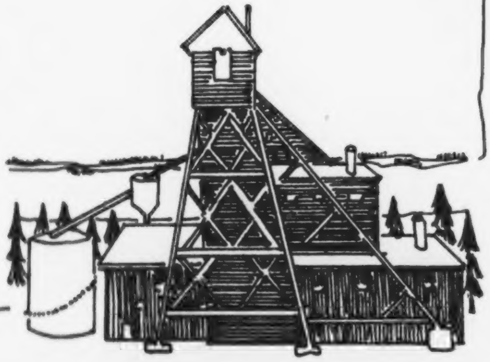
b) Look at the major geographical features around Yellowknife. Label them using the sentence patterns:

"Yellowknife is on Great Slave Lake."
"Yellowknife is on the Yellowknife River."

Language Practice

L 1. Using the map from CD/LE activities, make a series of statements about where your community and Yellowknife are. Students write down T or F for each statement.

Teacher: "Yellowknife is in the Eastern Arctic."
Students write "F."



Teacher: "Yellowknife is on the Mackenzie River."
Students write "F."

Review answers and make the statements correctly.

L 2. Make Bingo cards for students with the names of areas and features studied during CD/LE activities:

Eastern Arctic	Baffin Island	Western Arctic	Mackenzie Delta	Great Slave Lake
Victoria Island	Great Bear Lake	Mackenzie River	Coppermine River	Hudson Bay
Great Slave Lake	Slave River	Keewatin	Eastern Arctic	Central Arctic
Western Arctic	Central Arctic	Great Bear Lake	Baffin Island	Banks Island
Yellowknife River	Mackenzie River	Great Slave Lake	Keewatin	Western Arctic

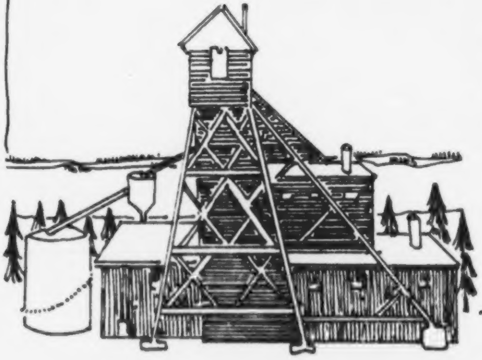
Make statements about Yellowknife and your community using the sentence patterns. Students mark features mentioned.

E.g., Teacher: "Yellowknife is on Great Slave Lake."
Students mark Great Slave Lake.

L/S 3. Whisper Game: Divide students into several small groups. Whisper the same sentence to the first student in each group: e.g., "Yellowknife is in the Northwest Territories." Each of those students repeats the sentence to the second student in each group. Continue until each student in each group has heard and passed on the sentence. The last student in the groups repeats what s/he heard. Give the group with the sentence closest to the original sentence a point. Repeat with a different sentence.

S/R 4. Give one group of students cards with the names of communities studied. Give another group of students cards with names of areas (Eastern, Western, Central Arctic) and/or features (Great Slave Lake, Yellowknife River, etc.). Each student has to find a student from the other group who has a card that fits with his/her own card. Together the pair has to use a sentence pattern to tell the rest of the class what cards they have.

E.g., "Yellowknife is in the Western Arctic."



R 5. Put the sentence patterns on sentence strips:

Yellowknife	is in the	Western Arctic.
Your community	is in the	________ Arctic.
Yellowknife	is on the	Yellowknife River.
Your community	is on the	________ River.

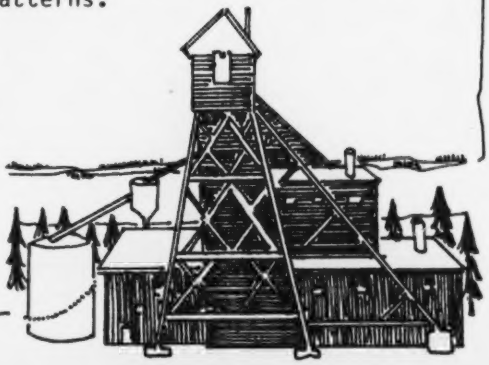
Read each statement as you make it. Have the class read after you. Hand out community names to students. "Read" the statements again and have students with names put them in the appropriate places in the pocket chart. Repeat with names of geographical features.

R/W 6. Give students a stencil with the names of your community and the other communities you discussed in CD/LE 1b. Students complete the sentence correctly by cutting and pasting the two halves or by writing out the sentences.

Coppermine is in the	Eastern Arctic.
	Western Arctic.
Cambridge Bay is on	Vancouver Island.
	Victoria Island.
Holman Island is in the	Western Arctic.
	Eastern Arctic.

W 7. a) Provide students with a map of the Yellowknife area. Have them label the major features and write several statements about where Yellowknife is using the sentence patterns.

b) Have students make an information sheet about their community using the sentence patterns to describe what area it is in, and what major geographical features are near it.



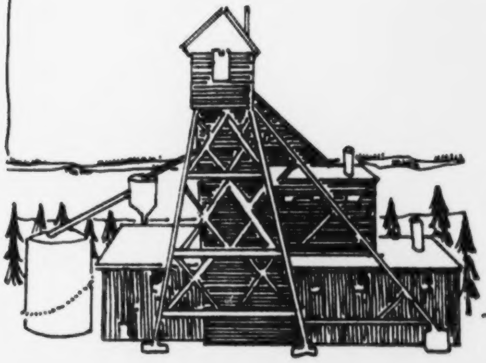
Application

1. Have students imagine what it is like to land in a new country/on a new planet. Have them make up an imaginary city on an imaginary planet. Describe where it is, what major geographical features are near it, etc.
2. Create a large map or jigsaw map of the N.W.T. showing the regions.
3. Classify names into islands, rivers, lakes, etc. Make into a mobile or project cube.

Related Activities

1. Make a model or draw a map of the Great Slave Lake showing the location of Yellowknife and other communities around the lake. Name the East Arm, Yellowknife River, Mackenzie River, etc.

Other Ideas (Add your own)



Science/Social Studies

Compare the similarities and differences between the land forms found around Yellowknife and the home community/region.

Compare the different types of vegetation.

Discuss the differences in climate/seasons.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

PHYSICAL FEATURES

Math

Make simple climate graphs of Yellowknife and home community.

Art

Make a model or diorama of various landforms.

Make a seasons mural.

Language Arts

Write haiku or other types of poetry about the land forms, climate, etc.

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LESSON: GEOGRAPHICAL FEATURES

Concept: Identification of the immediate surroundings of Yellowknife in terms of physical features and vegetation. How are they the same as/different from the home community?

English Vocabulary (* actually developed in this lesson)

Choose whatever is appropriate:

hill(s)
rock(s)
tree(s)
lake(s)
island(s)
mountain(s)
valley(s)
forest(s)

bay(s)
muskeg
river(s)
waterfall(s)
beach(es)
tundra
sand/water
cliff(s)
fiord(s)

Yellowknife
name of own community

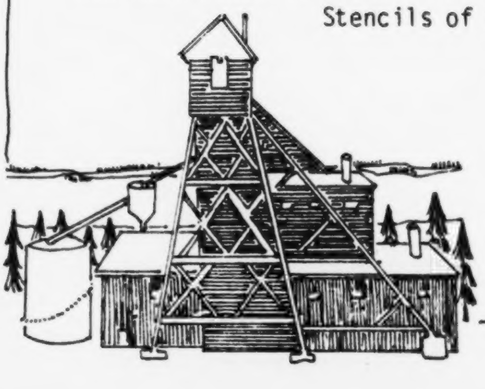
English Sentence Patterns (* actually developed in this lesson)

What is the land like around (your own community/Yellowknife)?
There is/are (hills) around (your own community/Yellowknife).

Is/are there (rivers) around (your own community/Yellowknife)?
There are/aren't any (fiords) around (your own community/Yellowknife).
is/isn't

Special Materials Required

Pictures of various geographical features
Real materials to make a diorama: water, moss/lichen, rocks, branches, etc.
Stencils of geographical features (Pg. 55-57)
Slides of Yellowknife
Outline maps of your community and Yellowknife



Concept Development/Language Exposure

1. a) Go for a walk with your students. Look at the geographical features around your community. Collect some water from a river or lake, pieces of the tundra or muskeg, rocks, sand and so on. Take pictures if you can of features such as: beaches, hills, rivers, etc.

   b) When you return to the classroom have students make a display of examples of what they collected. If you did not take pictures, have students make illustrations of the features they observed. Discuss the display with your Classroom Assistant (or a puppet):

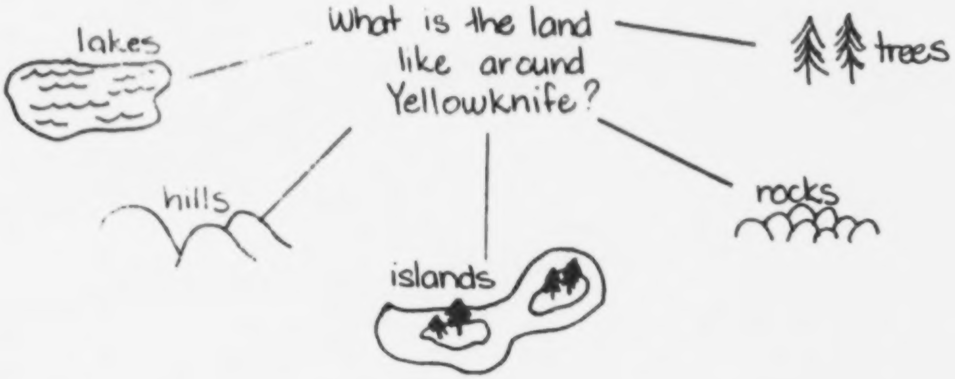
   Teacher: "What is the land like around __________? Are there _______ around _____?"
   Puppet: "There is/are _________ around __________."

   c) Add pictures of geographical features which are not found around your community. Discuss these with the puppet:

   Teacher: "What is the land like around __________? Are there _______ around _____?"
   Puppet: "There aren't any _________ around __________."

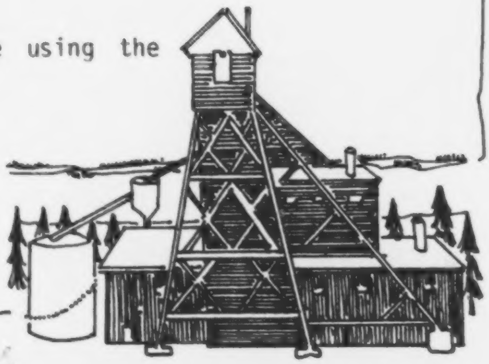
   d) Look at a map of your community. Have students put illustrations of the appropriate features in the correct places on the map.

2. Show students slides and/or pictures of Yellowknife again. Have them look for geographical features. Review what they have seen by making a chart using labels and illustrations:



Review the chart as you add each feature using the sentence patterns.

3. Have students make a diorama (large relief map) of the scenery around Yellowknife illustrating the various kinds of geographical features with the real material you collected. Discuss the diorama using the sentence patterns.



Language Practice

L 1. a) Give students a stencil with illustrations representing different geographical features. Have them cut out each feature. Have a large copy of each illustration mounted for the teacher to use. Review with students the name of each feature.

b) Discuss the features found around Yellowknife using both sentence patterns (question and answer). As you mention each feature students should hold up the appropriate picture. The teacher can point to/hold up the large picture of the correct feature so that students can see if they have the right one.

L 2. a) Seat students around the diorama of Yellowknife. Have them number a paper from one to ten. Make a series of statements about the features: e.g.,

"No. 1: There aren't any mountains around Yellowknife."
"No. 2: There is muskeg around Yellowknife."

If the statement is correct, students write T next to the number on their paper. If it is incorrect, students write F. Review the answers when you are finished. (This is not a test so do not collect the papers!)

b) Vary this activity by using the display of geographical features for your own community.

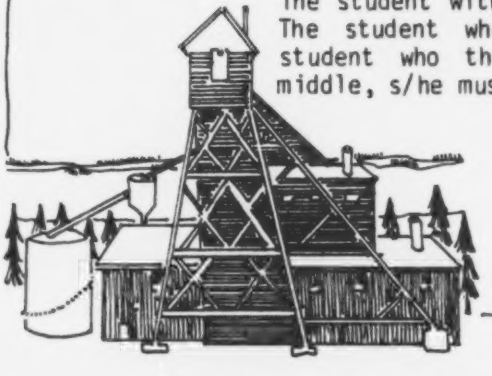
L/S 3. Seat students around the diorama again. Give one student a paper/toy airplane. The student must "fly" the airplane according to the teacher's directions: e.g.,

Teacher: "There are lakes around Yellowknife."
Student flies plane over lake/pretends to land etc.

Teacher: "There aren't any fiords around Yellowknife."
Student holds on to the plane and does nothing.

(This activity would be most effective in small groups.)

L/S 4. a) Play Dodge Ball with students in the gym, the activity room, or outside. Students stand in a circle with four or five students in the middle. Give a ball to one of the students in the outside ring. Teacher says: "There are islands around Yellowknife." The student with the ball tries to hit a student in the middle. The student who gets hit must repeat the sentence. If the student who throws the ball misses all the students in the middle, s/he must repeat the sentence.



b) Vary this activity by having the teacher ask the question "Are there islands around Yellowknife?" and the student answer it: "There are/ aren't islands around Yellowknife."

R 5. Label the display (and/or the map) of geographical features from around your community and the features in the diorama of Yellowknife. Have several students remove labels and give each label to another student. That student places the label on the correct feature.

S/R 6. a) Make the sentence patterns into sentence strips for a pocket chart.

There are	around Yellowknife
There are	around Fort Simpson

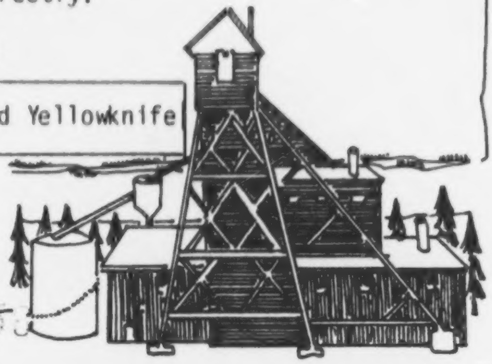
Have students repeat the geographical features found around their community and/or Yellowknife. As they name a feature, put it on a card and add it to the pattern for the appropriate community. Read the whole sentence with the class as you add each feature.

There are	islands	around Yellowknife
	hills	
	rivers	
There are	islands	around Fort Simpson
	hills	
	rivers	

b) Distribute the features cards to various students. Have each student with a card place it under a community and read the sentence. The rest of the class listens/reads to make sure the feature is placed/read correctly.

c) Repeat activity above with pattern:

There aren't any	mountains	around Yellowknife



W 7. Give students an outline map of your community and an outline map of Yellowknife. Have them illustrate and label the appropriate geographical features on each. They could pick several features to write about using the sentence patterns.

Application

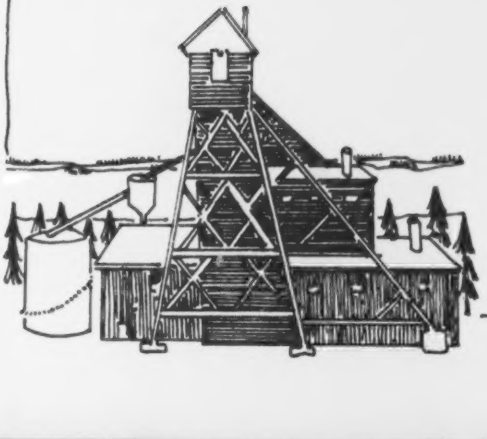
1. Have students pretend they are explorers "discovering" their community or Yellowknife. Have them write about the geographical features of each place as if no one else had ever been there. These could be radio reports, newspaper articles, or journal entries.

Related Activities

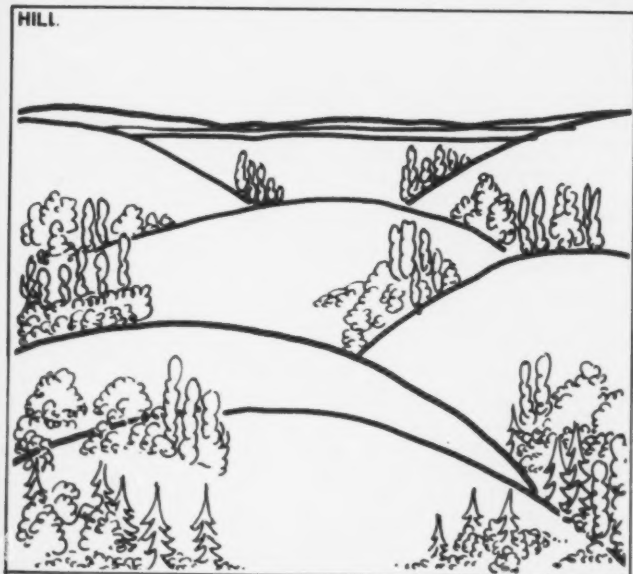
1. Discuss the ways in which the physical features of an area affect the lifestyle of the people who live there.

   E.g., Communities in forested areas may have log buildings.

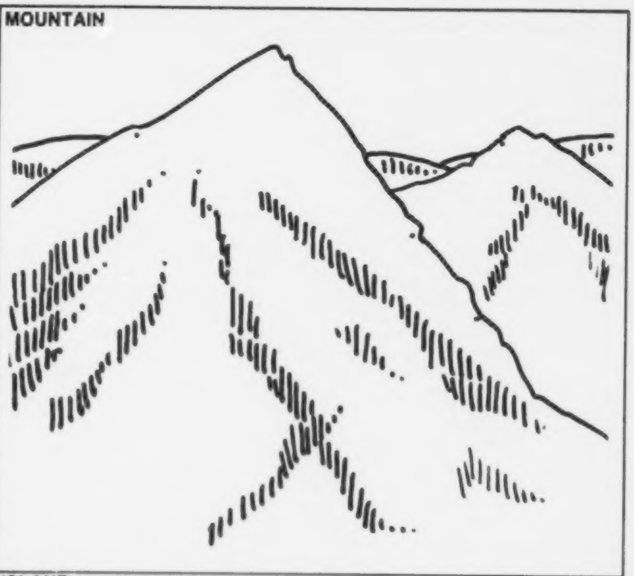
Other Ideas - (Add your own)



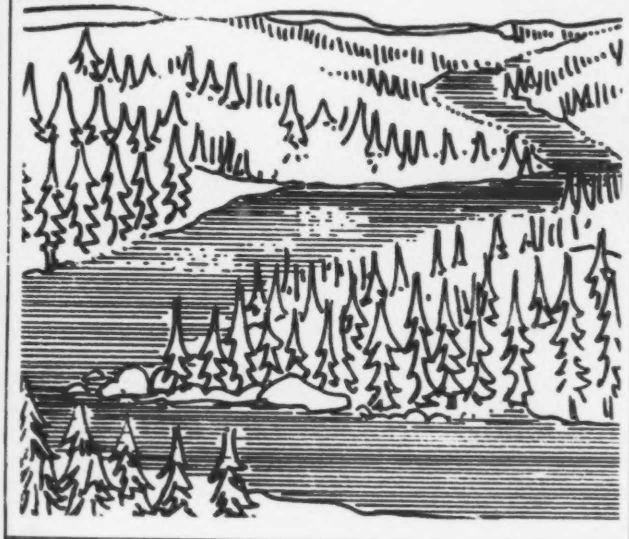
HILL



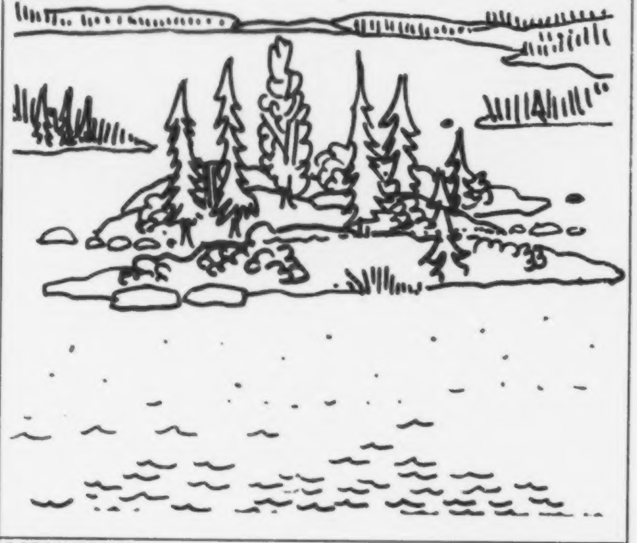
MOUNTAIN



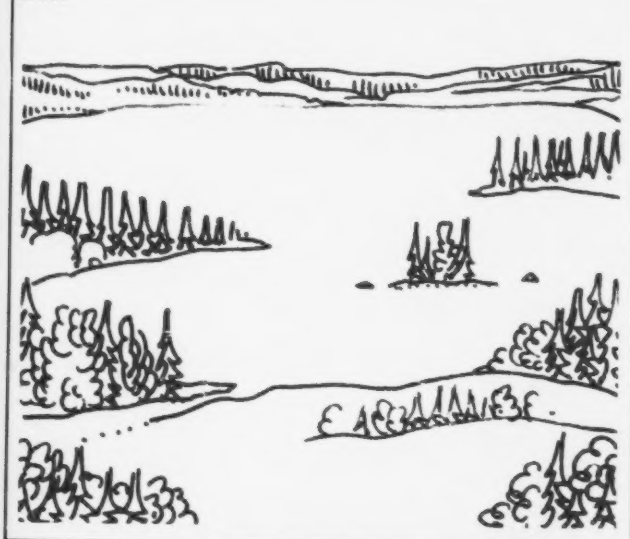
RIVER



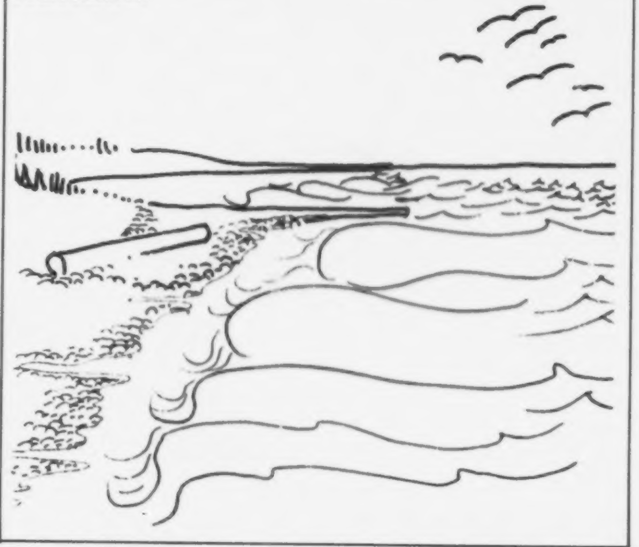
ISLAND



LAKE



OCEAN/BEACH



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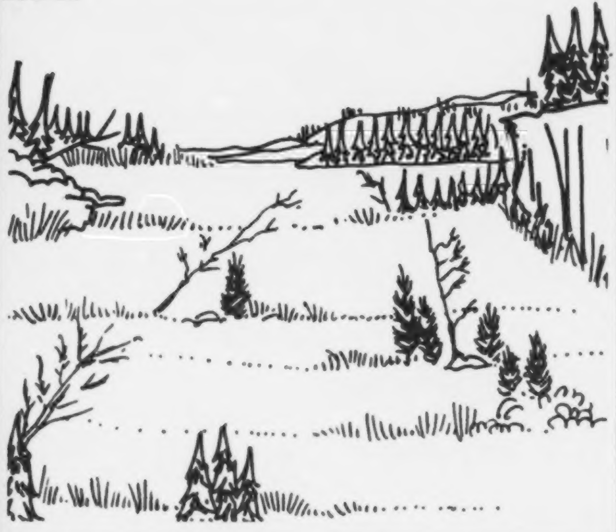
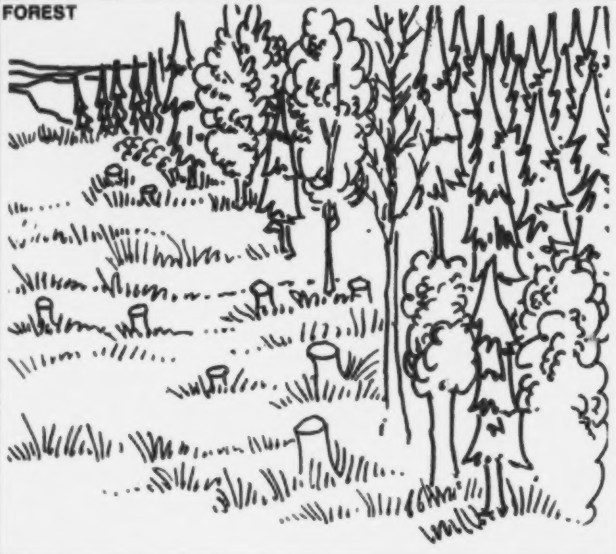
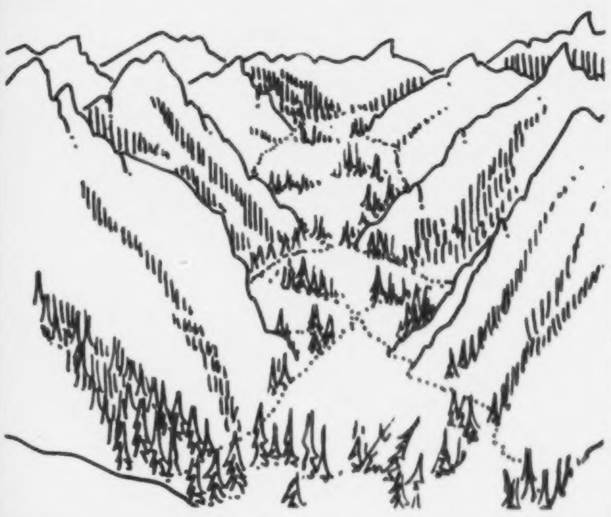
MUSKEG



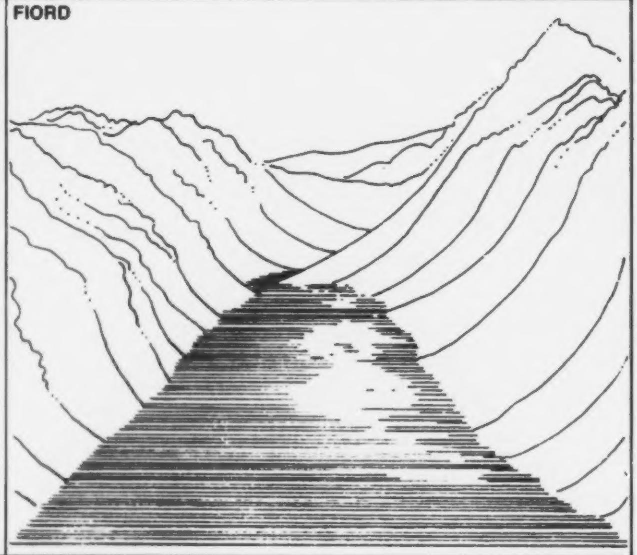
FOREST



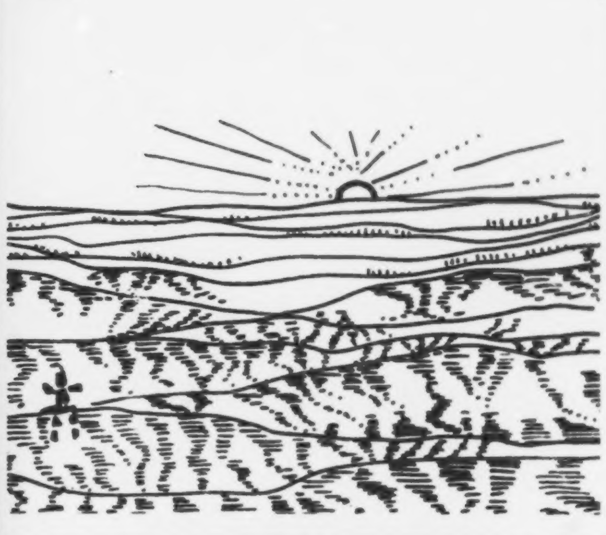
VALLEY



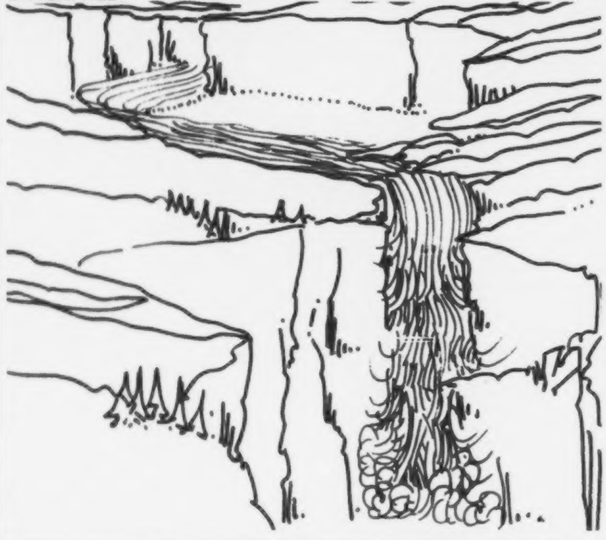
FIORD



TUNDRA



WATERFALL



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LESSON: CLIMATE

Concept: Identification of the immediate surroundings of Yellowknife in terms of climate. How is it the same as/different from the home community.

English Vocabulary (* actually developed in this lesson)

* Yellowknife
* name of own community
* summers
* winters

(Choose whatever is appropriate)

hot
sunny
smoky
foggy
cloudy
clear
cold

snowy
dry
rainy
frosty
windy
stormy

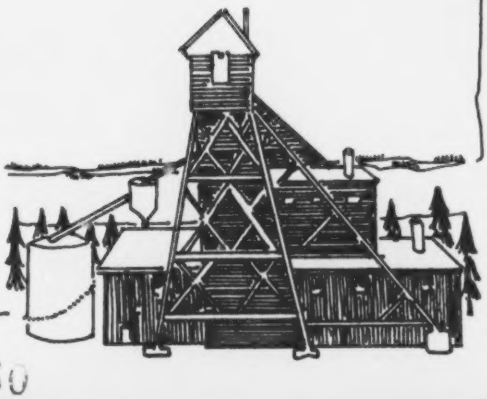
English Sentence Patterns (* actually developed in this lesson)

* What are the (winters/summers) like in (Yellowknife/the home community)?
* The (winters) are (cold) in (Yellowknife/the home community).
* The (summers) are (hot) and (sunny) in (Yellowknife/the home community).

* When does the water freeze over/ice go away in _________?]
] optional
* The (ice goes away) in (Yellowknife/the home community) in (May).]

Special Materials Required

Slides of Yellowknife
Mounted pictures of weather types
Stencil of weather types (Pg. 64)
Materials for freeze up: bowl, water, freezer
Tape recorder or puppet
Concentration game



Concept Development/Language Exposure

1. a) Discuss the weather in your own community during the summer and winter. Brainstorm words to describe the weather during each season. Use the sentence patterns. Illustrate each word with a drawing.

   b) Show students slides of Yellowknife at different times of the year. Have students describe weather they see in the pictures. Introduce any new words if necessary, e.g., smoky (This happens in Yellowknife in the summer because of forest fires.). Use the sentence patterns to review what you have learned. Illustrate each new word.

   c) Make a chart comparing your own community and Yellowknife. Use the sentence patterns to discuss the chart.

YOUR COMMUNITY	YELLOWKNIFE
Summer	Summer
cool	warm
clear	smoky
	rainy
Winter	Winter
cold	cold
snowy	foggy
windy	snowy

OPTIONAL

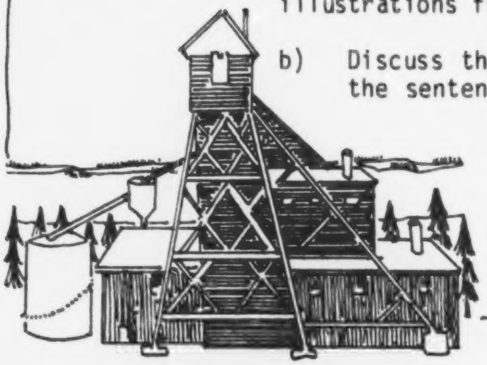
2. a) Put a pan of water in the freezer (or outside). Bring it out before it is frozen solid. Discuss it with students. "Look! The water is freezing over!" "The water/river/lake in Yellowknife freezes over in November." Compare this to your own community.

   b) Show an illustration (or let the ice melt in the pan) or a river/lake during break up. "The ice is going away." "The ice goes away in Yellowknife in May." Compare this with your own community.

Language Practice

L 1. a) Give students a stencil with illustrations representing different types of weather. Have them cut out each illustration. Review with students the name of each type of weather using the illustrations from CD/LE 1a and 1b.

   b) Discuss the weather in your community and Yellowknife using the sentence pattern. As you mention each type of weather, students hold up the appropriate illustration. Point to the correct illustration so students can check their work.



L 2. a) Use the chart from CD/LE activity 1c to make true and false statements about the weather in winter and summer in Yellowknife and in your own community. Students hold up cards saying **YES** for true statements and cards saying **NO** for false sentences.

E.g., "The winters in Yellowknife are warm."
Students hold up **NO**.

b) Divide the class into two groups, one for Yellowknife and one for your community. Make random statements about the weather in either community. When you make a statement about their assigned community that is correct, students in that group stand up, clap, etc. Make this activity more complex by dividing the class into four groups, one for each community and season.

L 3. Have a conversation with your Classroom Assistant, a puppet, or a tape recorder about the weather in your community and Yellowknife. Students listen for mistakes and write down how many they hear. Discuss afterwards what the mistakes were. E.g.,

(Tape silent) Teacher: "What are the summers like in Coppermine?"
Puppet: "The summers are hot in Coppermine."
(Tape plays) "The summers are clear and rainy in Coppermine."
Students decide which is incorrect, make a quick drawing

(Tape silent) Teacher: "What are the winters like in Coppermine?"
Puppet: "The winters are cold in Coppermine."
(Tape plays) "Winters are smoky and cloudy in Coppermine."
Students decide which is incorrect, make a drawing.

L/S 4. a) Hold up two illustrations of weather types. Use the sentence pattern to ask what the weather is like "What are winters like in Yellowknife?" Students answer using the pictures as a clue: "The winters are cold and snowy in Yellowknife." Let students use the chart from CD/LE #1.c) for assistance.

b) When students have practiced using the pictures, just give them the community and weather words and have them make up the whole sentence.:

Teacher: "Yellowknife - warm and smoky."
Students: "The summers are warm and smoky in Yellowknife."

Let students refer to the chart for assistance.

L/S 5. Chain drill: Teacher asks: "What are the summers like in Yellowknife?" The first student answers using the sentence pattern and then asks the next student a question (either the same one or a different one). S/he answers. Continue until all students have had a turn.

S/R/W 6. Make several concentration games with cards labelled with types of weather. (Students could make the cards themselves.) Divide class into several groups. Students in each group take turns trying to find two cards that they can use to make a correct weather sentence about their community or Yellowknife. If they say the sentence correctly they get to keep the two cards.

R/W 7. Write the sentence pattern several times on sentence strips.

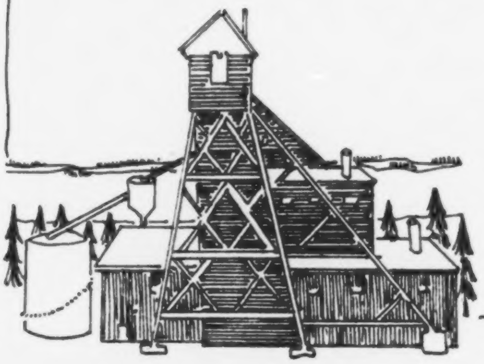
The winters are	hot	in	Igloolik	X
The summers are	foggy	in		
The winters are	rainy	in		
The summers are	snowy	in		

Read these with the class. Hand out weather words and community names to various students. Students try to replace words correctly. Give other student **X** and cards. They put them next to incorrect/correct sentences. Fix incorrect sentences.

R/W 8. Give students another copy of the weather illustrations stencil. Have them label each drawing and write several sentences on the bottom about the weather in your community during winter/summer.

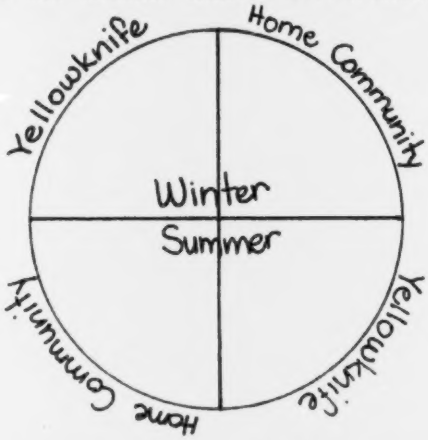
W 9. Ask students to make illustrations for a class booklet, "Weather in Yellowknife." Each page would look like this:

The (winters) are (cold) in Yellowknife.



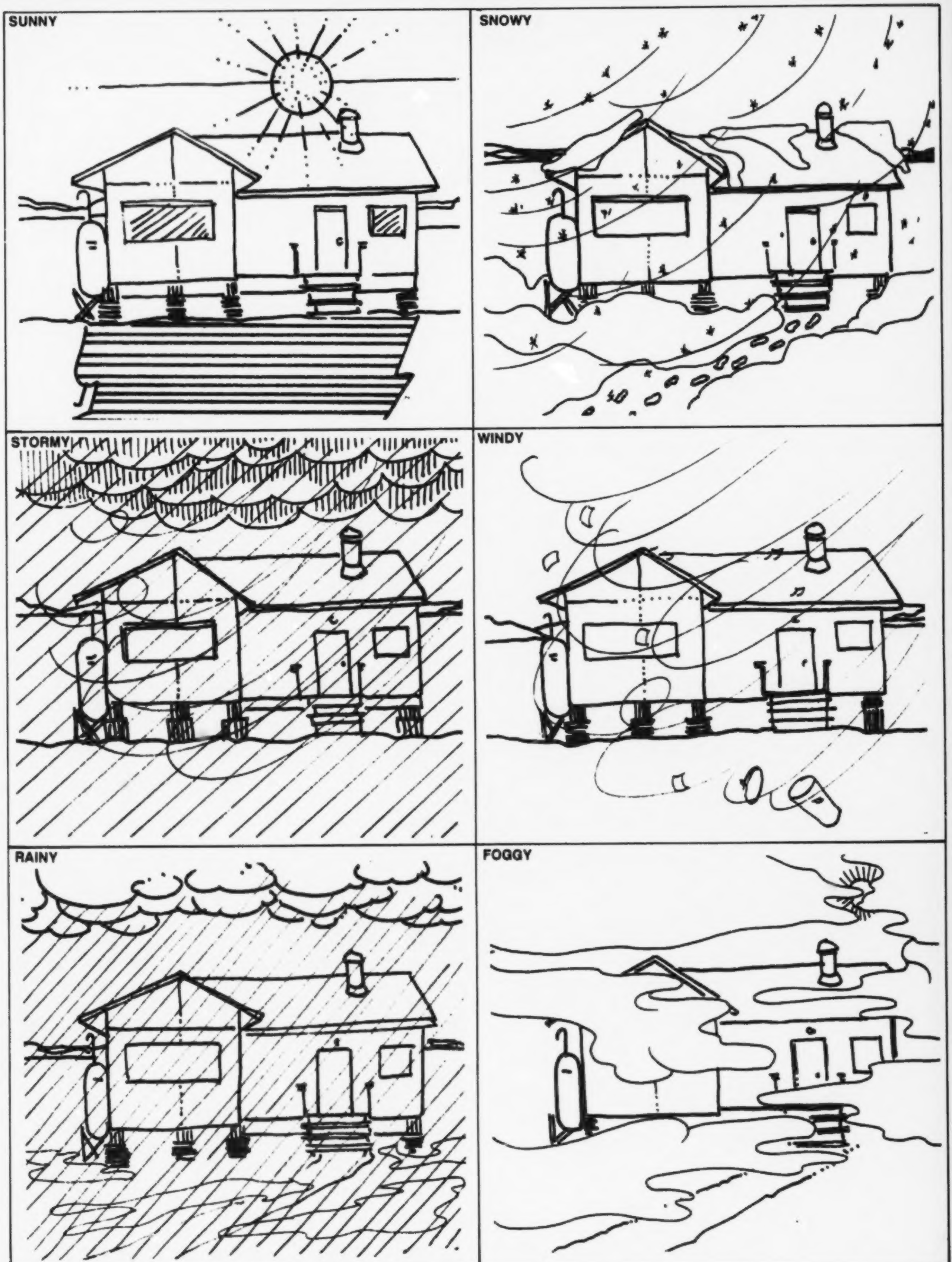
Application

1. Have students make lists and illustrate the kinds of activities people do during the two different seasons in your community. What do people do in Yellowknife? Are the activities all the same? Are there any that are different? Does the weather make a difference? Make a "seasons' circle.


Yellowknife
Home Community
Winter
Summer
Yellowknife
Home Community

2. Write haiku poems about the weather/seasons in the home community and in Yellowknife.

Other Ideas - (Add your own)


SUNNY
SNOWY
STORMY
WINDY
RAINY
FOGGY

Science/Social Studies

Find out which methods of transportation are used to get to Yellowknife.

Categorize transportation into land/sea/air.

Find out how many types of planes fly in the North.

Find out about traditional methods of transportation.

Discuss transportation in the future.

Find out how many airlines fly in the North. What are their emblems?

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TRANSPORTATION

Math

Make graphs showing planes/buses - frequency of service to Yellowknife/your community. Compare.

Graph how long it would take to get to Yellowknife by bus/plane/boat from a given destination.

Art

Make models/mobiles of various methods of transportation.

Language Arts

Write a story or poem about travelling to Yellowknife.

Write an ad encouraging people to: use one type of transportation, to travel to Yellowknife/your community.

LESSON: HOW/WHY PEOPLE GO TO YELLOWKNIFE

Concept: Identification of the different and specialized functions of Yellowknife.
Identification of different means of transportation between Yellowknife and other communities.

English Vocabulary (* actually developed in this lesson)

* Choose whatever is appropriate

How

plane
jet
Twin Otter
Electra
185
737
float plane
plane on skis

canoe
motorboat
taxi
bus
car
truck
skidoo
dog sled
foot

Why

see the doctor
have a baby
go shopping
go to meetings
go to school
have a vacation
get a job
visit friends/relatives
go to the hospital
etc.

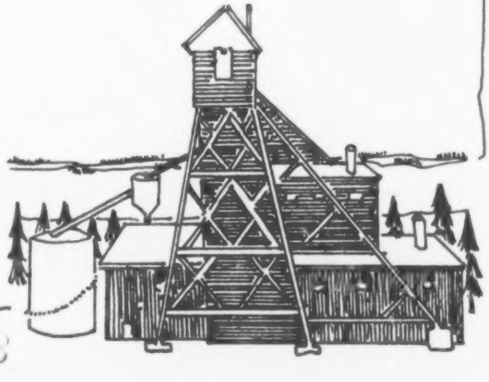
English Sentence Patterns (* actually developed in this lesson)

* How do people from __________ go to Yellowknife?
* People from __________ go to Yellowknife by __________.

* Why do people from __________ go to Yellowknife?
* People from __________ go to Yellowknife to __________.

Special Materials Required

Map of the N.W.T.
Pictures of different means of transportation used in the North
Stencils with drawings of different means of transportation (Pg. 73-75)



Concept Development/Language Exposure

1. a) Discuss the different means of transportation that people could use to get to Yellowknife. Point out that Yellowknife is on the highway (show students on the map) as well as having water and air links with other communities. Make a list and show pictures if possible of the different kinds of planes (737, Electra, etc.) buses, trucks, cars, etc. that people could use to get there. Categorize these by:

Air	Water	Land
737	motor boat	bus
Electra	canoe	private car
185	sail boat	taxi
DC3	barge	truck

b) Find communities on the map from which students could travel to Yellowknife by water, land and air. Make a list of each group of communities:

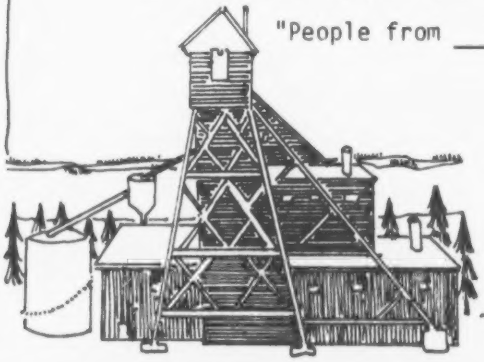
By Water	By Land	By Air
Detah	Rae	Snowdrift
Rae	Detah	Lac La Martre
Providence	Edzo	Rae Lakes
Hay River	Providence	Snare Lake
Snowdrift	Hay River	Hay River
Fort Simpson	Fort Simpson	Fort Smith
Jean Marie	Pine Point	Fort Simpson
Fort Liard	Fort Smith	Rankin Inlet
Etc.	Fort Resolution	Frobisher Bay
	Edmonton	Edmonton
	Etc.	Etc.

Discuss the lists using the sentence pattern:

"People from _________ go to Yellowknife by _________."

2. List the ways people from your community could go to Yellowknife. Show students on the map the route they would have to take to go by water, land and air (whichever is possible). Use a different coloured marker to draw in each of the routes students would have to take by water, land and air. (The land route from Inuvik/Tuktoyaktuk would be very interesting!) Review the possible ways to get to Yellowknife using the pattern:

"People from _________ go to Yellowknife by _________."



3. Brainstorm with students to make a list of all the reasons why people from your community/other communities go to Yellowknife. If you live in the Eastern Arctic, where not very many people visit Yellowknife, use your regional centre instead. Then explain that people go to Yellowknife for similar reasons. Review the reasons using the sentence pattern:

"People from _________ go to Yellowknife to _________."

Language Practice

L 1. Give students a stencil with illustrations of various means of transportation. Have students cut out each picture. Make a series of statements. Students hold up the correct picture for each statement.

E.g., Teacher: "People from ________ go to Yellowknife by _______."
Students hold up drawing of a 737.

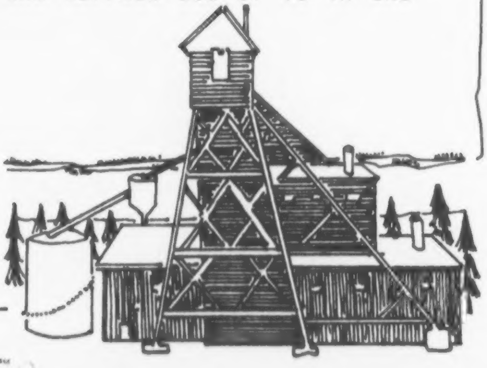
L 2. Using charts from CD/LE 1b) make a series of statements about how people from different communities get to Yellowknife. Students write down "Yes" or "No" for each statement (allow them to refer to lists). Discuss afterwards the correct way all the statements should have been made.

E.g., Teacher: "People from Detah go to Yellowknife by air."
Students write down "No."
(later) Teacher: "People from Detah go to Yellowknife by bus."

L 3. Pretend to be a southern radio/T.V. interviewer (or a tourist) visiting your community who is interviewing/asking people about why they go to Yellowknife. Have a puppet or your Classroom Assistant give the answers. Students listen to see if the answers are correct. If not, they say "Stop." If correct, they could say "Go ahead."

E.g., Teacher/Tourist: "Why do people from _______________ go to Yellowknife?"
C.A./Puppet: "People from __________ go to Yellowknife to hunt caribou."
Students say: "Stop!"

S 4. Charades: Give one group of students a statement about why people go to Yellowknife. They have to act it out. The other group of students try to guess which reason it is and use it correctly in the sentence pattern: "People from (your community) go to Yellowknife to ______." Give points for the correct reason and the correct use of it in the sentence pattern.



R/S 5. Cumulative Chain Drill: Ask one students: "How do people from ______ go to Yellowknife?" He answers "People from ______________ go to Yellowknife by bus." and asks the next student. S/he answers, giving the first student's answer and his/her own. Each student adds an answer and repeats all the previous ones until everyone has had a turn or until you run out of possible answers. Start again with a different community.

R 6. Make up sentence strips for the patterns:

People from	Inuvik	go to Yellowknife	by bus.

Read over each sentence as you make it. Have the class read it after you. Hand out the place names and the cards with the means of transportation. Have students replace the two sets of cards. Read over the completed sentences to make sure they are correct. Have students fix any which are incorrect.

R/W 7. a) Give students a stencil with scrambled words for the different means of transportation. Each student has to unscramble the words and write them in the correct category:

Atcrlee	iwnt treot	Itofa nepal	sbu

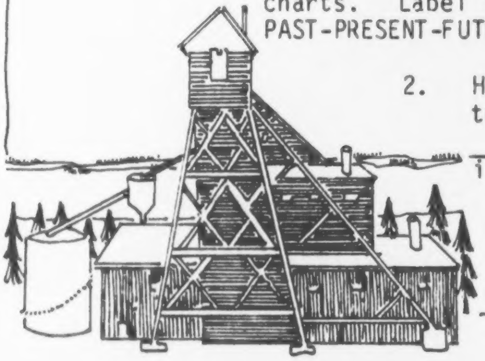
Air	Water	Land
Twin Otter		bus
Electra		
Float plane		

b) Have students write four or five words in sentences about travelling to Yellowknife from their community/other communities. Have them use the sentence patterns.

W 8. Have students select one reason why they would like to go to Yellowknife and write about it.

Application

1. Discuss how people used to travel to Yellowknife before the highway was completed, before jet planes, etc. Make a mural illustrating the old ways and the new ways. Speculate about how people may travel in the future. Have students try to think of futuristic vehicles. Add these to the mural as well. Students could summarize the information on accompanying charts. Label the display: HOW DO PEOPLE GET TO YELLOWKNIFE? PAST-PRESENT-FUTURE



2. Have students pick their favourite method of travelling and write about it: "I like to travel by __________ because __________." Graph which mode is the most favoured and least favoured.

Related Activities

1. a) Discuss which method of transportation is:

fastest?　　most expensive?
slowest?　　most economical?

Find out how many air, water, land kilometres it is from your community to Yellowknife. Figure out approximately how long different methods of travelling would take to get there. Figure out approximately how much each method would cost. Chart the results. Have students indicate which they would pick and why.

	MODE	DISTANCE	TIME REQUIRED	$ PER KM
AIR	737			
	185			
WATER	motor boat			
	canoe			
LAND	bus			
	car			

b) Have students write an advertisement to attract people to use their favourite means of transportation.

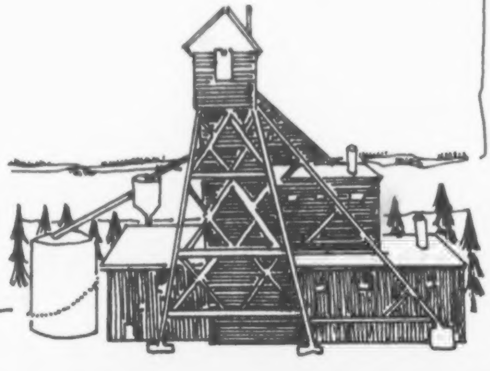
2. Find out which airlines fly in the N.W.T. What are their emblems?

3. Make models or a mobile showing various methods of transportation.

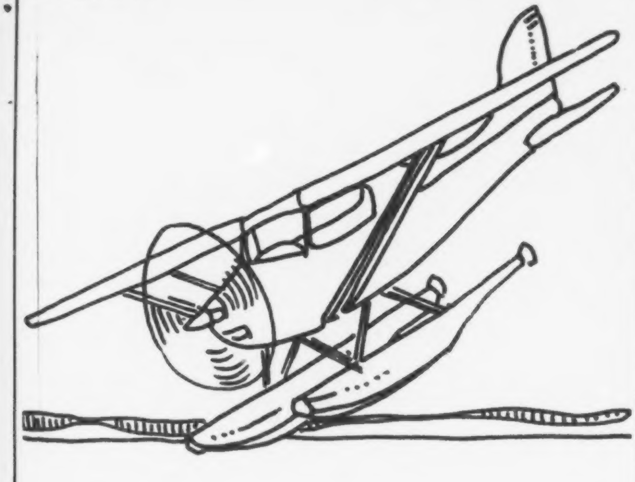
4. Find out more about Max Ward, bush pilots, etc.

5. Write a poem about different types of transportation.

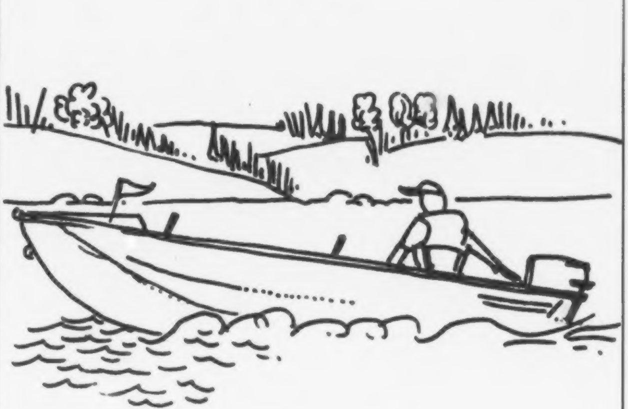
Other Ideas - (Add your own)



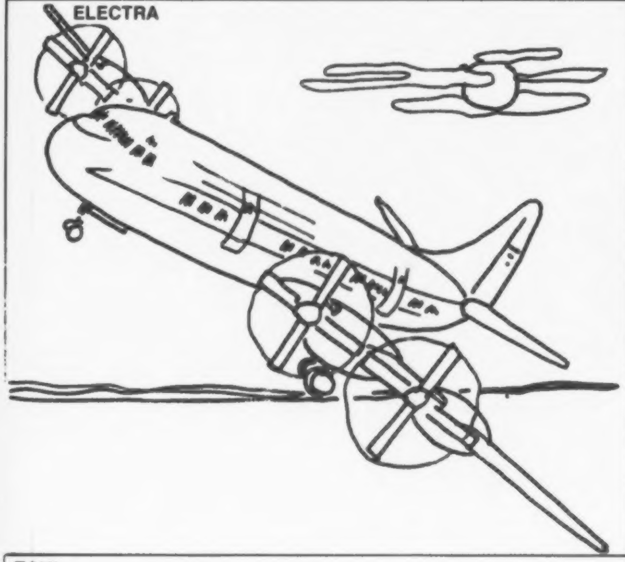
SMALL PLANE



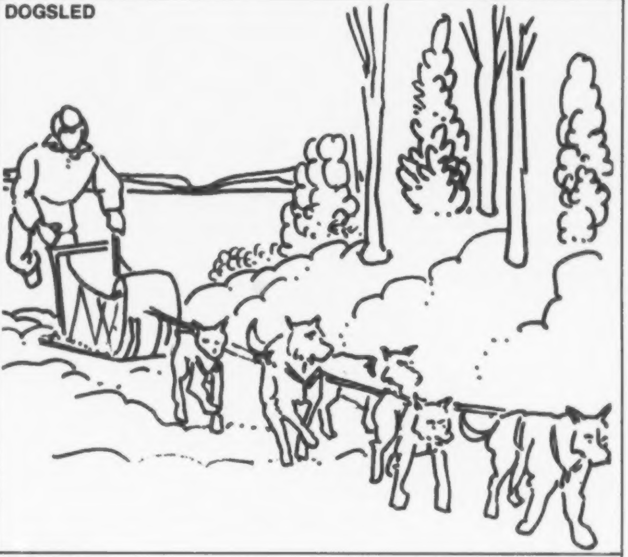
MOTOR BOAT



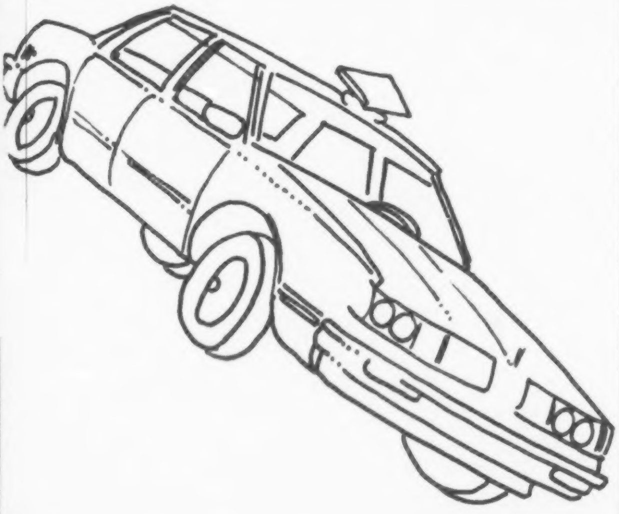
ELECTRA



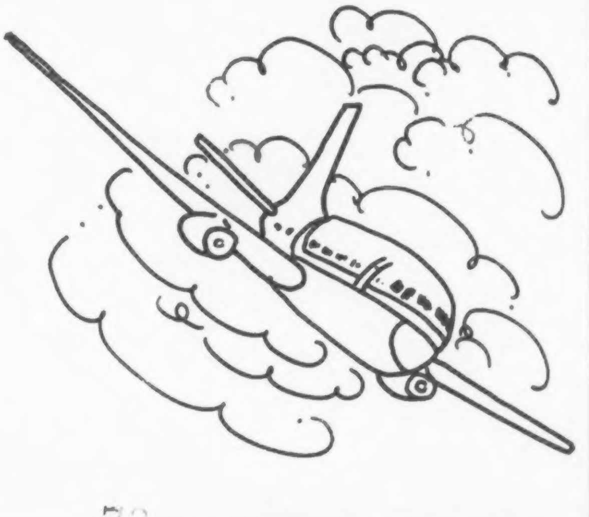
DOGSLED



TAXI



JET 737



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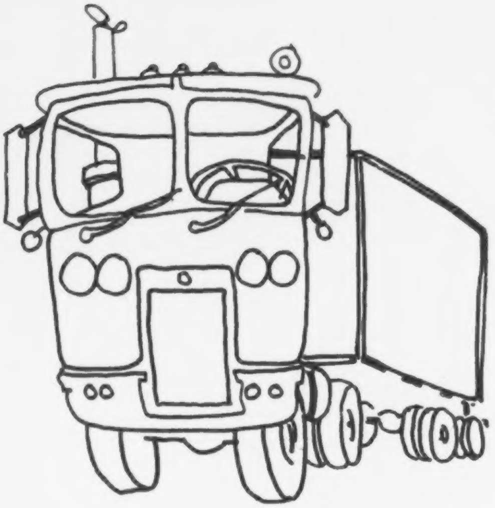
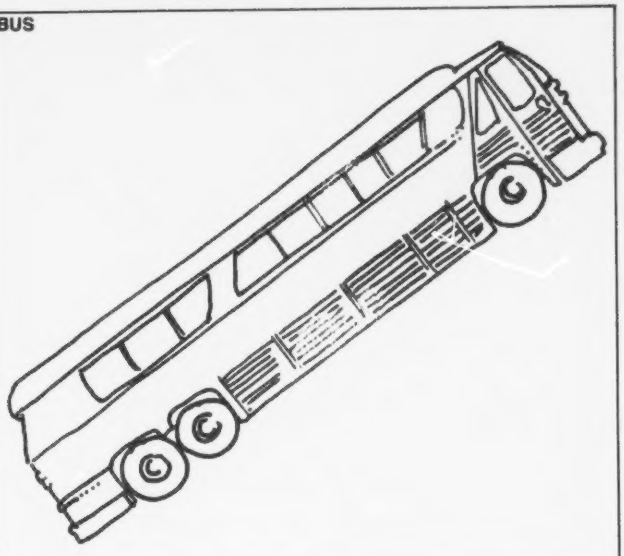
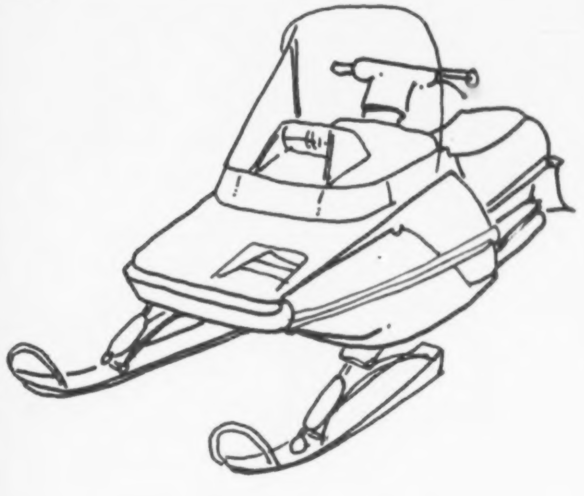
TRUCK



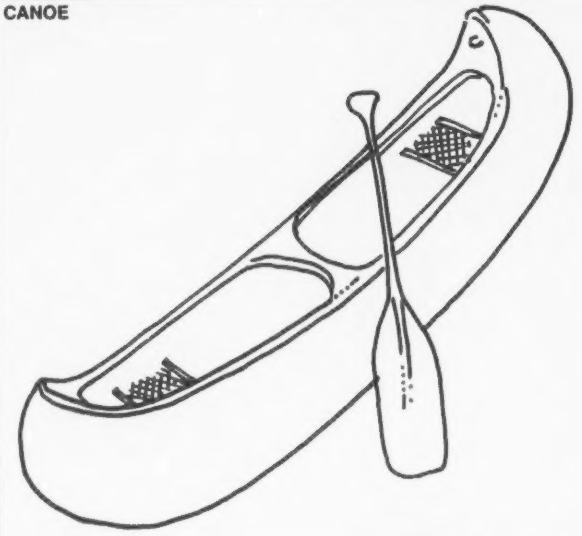
BUS



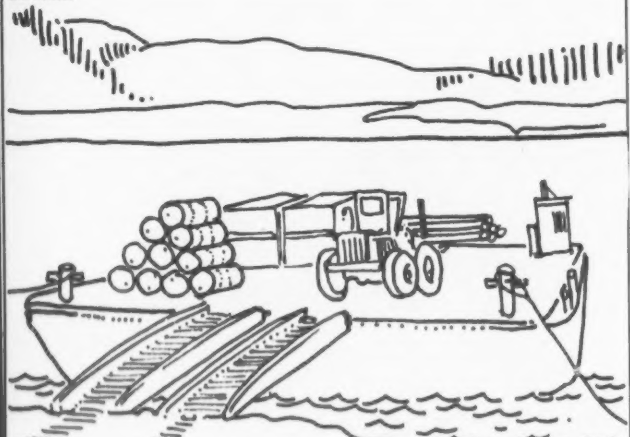
SKIDOO



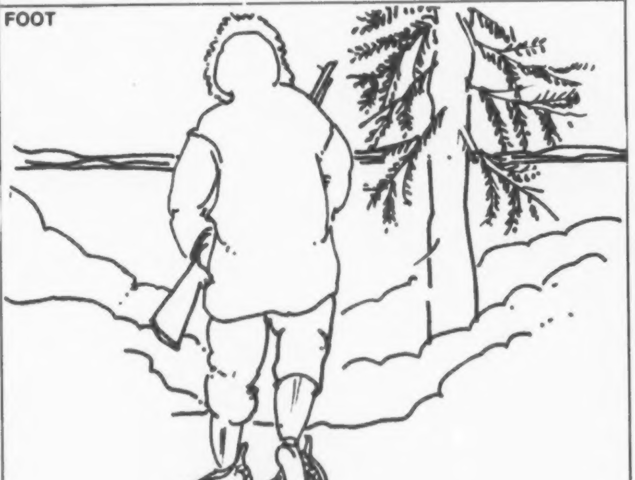
CANOE



BARGE



FOOT



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Science/Social Studies

Do mapping exercise using the Yellowknife map. Teach direction, scale using legends, etc.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOURING YELLOWKNIFE

Math

Measurement/distance - how far is it from one location to another?

Art

Make large map/model/mural of the layout of Yellwknife.

Language Arts

Read poem "Marty Mosquito Goes to Yellowknife." Teach the use of prepositions.

Create a poem about own community layout.

Conduct an interview with a visitor/resident about Yellowknife.

LESSON: TOURING YELLOWKNIFE

Concept: Identification of the special features of the community of Yellowknife in terms of recreational facilities, shopping areas, offices.

English Vocabulary (* actually developed in this lesson)

* Whatever is appropriate from the poem

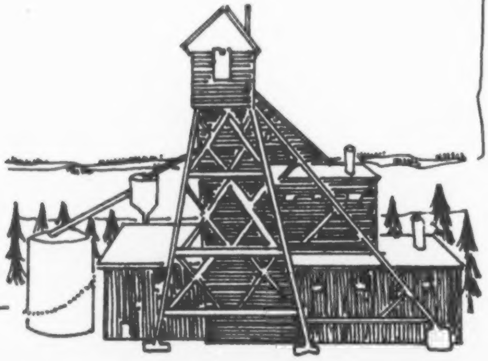
English Sentence Patterns (* actually developed in this lesson)

* Where did __________ go?

* He flew __________.

Special Materials Required

Yellowknife map (included with this unit)
Slides, pamphlets, pictures of Yellowknife
Stencils of Yellowknife features (See Pg. 83, 85, 109, 111)
Diorama or table map of Yellowknife
"Junk" to make buildings, etc. in Yellowknife for map
Sealskin mosquito/puppet (See Pg. 85)
Several flashlights
Equipment for obstacle course: chair, bench, etc.



77

MARTY MOSQUITO GOES TO YELLOWKNIFE

by C. McGregor, H. Nolsoe, W. Stephenson

Poor Marty was lonely,
He needed a wife.
He thought he might find one
-- In Yellowknife!

He flew into the city,
He flew through the stores,
He flew through the restaurants
And out through the doors.

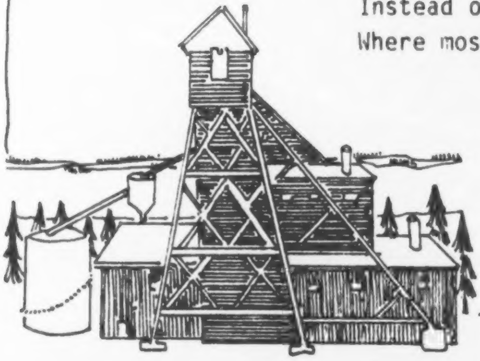
He flew into the Laing Building
He flew to the top,
He flew past the Commissioner --
He didn't dare stop!

He kept right on flying,
He flew here and there.
He couldn't find a partner
Though he looked everywhere.

He flew 'round the arena,
He flew to the pool.
He flew over the ball park
And past all the schools.

He flew to a gold mine,
He flew down the shaft.
He flew by the sluice box,
Then he stopped and he laughed.

He'd been to the city,
He'd searched the whole town.
Instead of the muskeg
Where mosquitoes are found!
(abound)



Concept Development/Language Exposure

1. Take students for a "tour" of Yellowknife using the slide set and/or pamphlets and pictures. Try to include the major features such as the Laing Building, the Bay, the Arena, a gold mine, etc.

2. a) Make a large overview map of Yellowknife (see the one included). This could be on mural paper, or it could be on a table. Have students draw in or make major features from boxes and "junk". (If you made a geographical features diorama for earlier lessons, add buildings to it.) Label each building.

   b) Use a puppet or one of the large fur mosquitoes available in many communities to say the poem and visit the appropriate features on your map.

3. Review prepositions mentioned in the poem using your puppet/mosquito. Demonstrate actions, e.g., flying past, through, over, etc. using real objects and students in the classroom.

   E.g., Teacher: "Where did Marty go?"
   "He flew through the doors."

   As you say the answer, "fly" the mosquito through the door of your classroom.

Language Practice

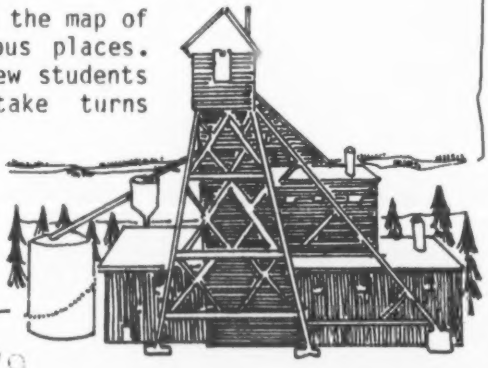
L 1. a) Have students draw a large mosquito and cut it out. Make statements using vocabulary about the classroom with which students are already familiar:

e.g., "He flew over the sink,"
"He flew past the chair."
"He flew to the blackboard."

Students do the appropriate action with their mosquito. (Keep the instructions simple or you will have mass confusion!)

b) You could vary this activity by using verbs students already know. Have a student do an action - you describe what s/he does: "He climbed on the chair." Or, make a statement: "He walked through the door." and have all students pretend to do it or actually do it.

c) Repeat the above activity (a) using the map of Yellowknife and the names of various places. This should be done with only a few students at one time. Have students take turns "flying" their mosquitoes to the feature you name. Use both question and answer.



L 2. Seat students in a circle around the map of Yellowknife. Darken the room as much as possible. Give several students flashlights. Make a statement about Marty, e.g., "He flew to the gold mine." Students find the mine and shine their lights on it. Repeat with other students using the flashlights.

L/S 3. Select one student to fly his/her mosquito to a place on the Yellowknife map. Ask: "Where did Marty go?" The rest of the class should answer, using the name of the place where the student flew his/her mosquito: "He flew into the Laing Building." Repeat with other students flying their mosquitoes.

L/S 4. a) Set up two obstacle courses for students in the gym, activity room, or hallway. Divide the class into two groups. Give instructions to one student from each team: "Climb over the chair." The rest of the class watches to make sure the two students do it correctly. Each team which completes the activity correctly gets a point. Increase the number of instructions as appropriate. Students describe what each student did using sentence pattern: "He _____ _____ _____ chair."

b) Change teams. Have one student from Team A go over/under/through one/two/three (whichever is appropriate) obstacles. The other team (B) must describe what that student did: "He climbed over the bench. He climbed under the chair." The rest of Team A checks to make sure Team B answers correctly. Team B gets one point for each correct description. Repeat activity with a student from Team B going through the obstacle course and Team A describing his/her actions.

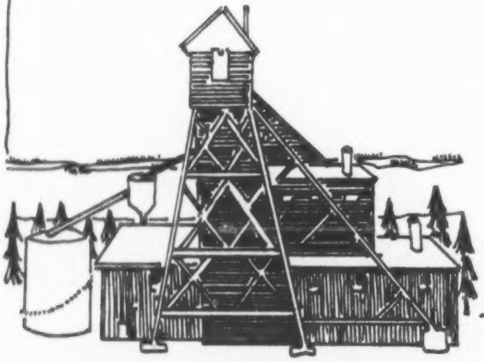
S 5. Substitution Drill:

Teacher: "He flew into the city." - "restaurant."
Students: "He flew into the restaurant."

R 6. Put different parts of the sentence patterns from the poem on sentence strips:

He flew	into	the city.
He flew	through	the stores.
He flew	into	the restaurants.
He flew	'round	the Arena.

Etc.



Read the patterns as you make them in the chart. Have students repeat them after you. Distribute the prepositions to various students. "Read" the statements again and have students insert prepositions where appropriate. Repeat with place names.

R 7. Divide the class into two teams. Provide each team with a set of cards saying the names of places in Yellowknife. Remove the place names from the map of Yellowknife. See which team can label the largest number of places on the map correctly in a specified amount of time.

W 8. Provide each student with an individual map of Yellowknife. Have students work in pairs to label the maps with as many place names as they can remember. Have students exchange maps with another pair for corrections and additions.

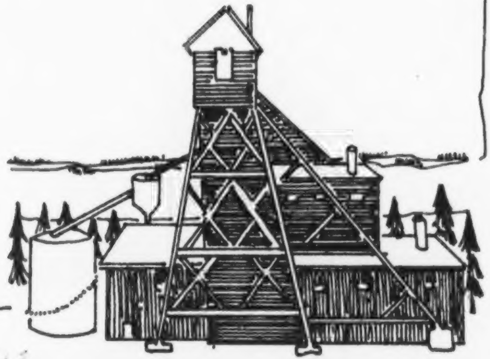
Application

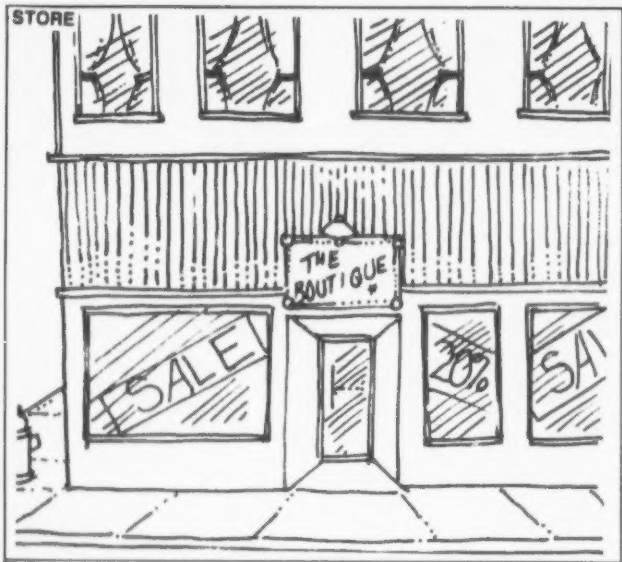
1. Have students make up a class poem about Marty in their own community. (He could be looking for friends or family there.) Each student should copy out their own poem from the large class sample.
2. Have students make large illustrations of Marty in various places in Yellowknife. Cut out and hang around the room.
3. Have students work in pairs to "interview" Marty for a radio report or newspaper article about his trip to Yellowknife. (One student is Marty - the other the reporter.) How did you feel? What did you see? Record or write up the interviews and play/read to the rest of the class.

Related Activities

1. Teach direction, scale and use of legends from the map.
2. Find out how far it is from one location to another in Yellowknife.

Other Ideas - (Add your own)




STORE
THE BOUTIQUE
SALE
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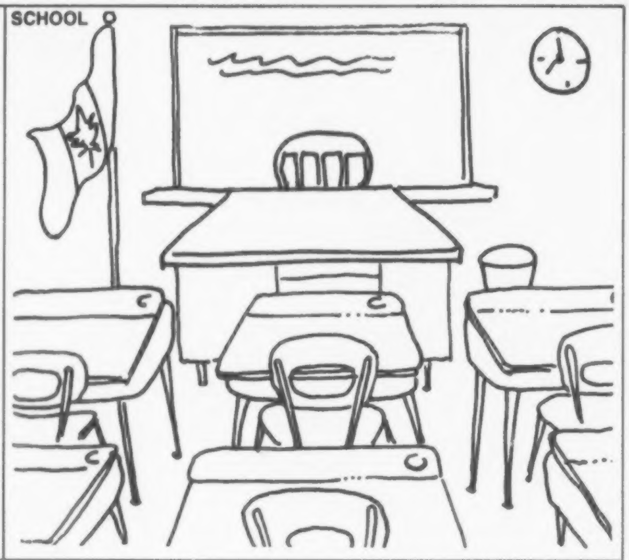
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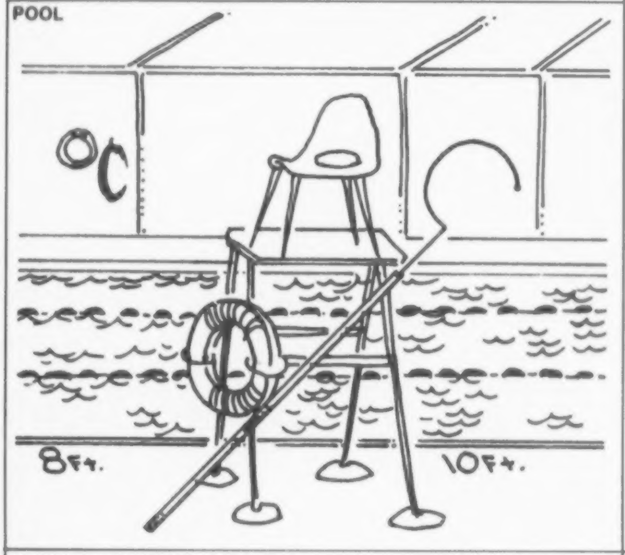
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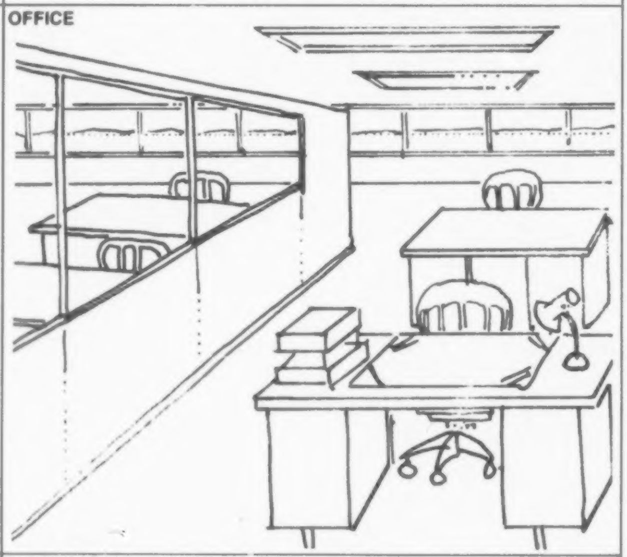
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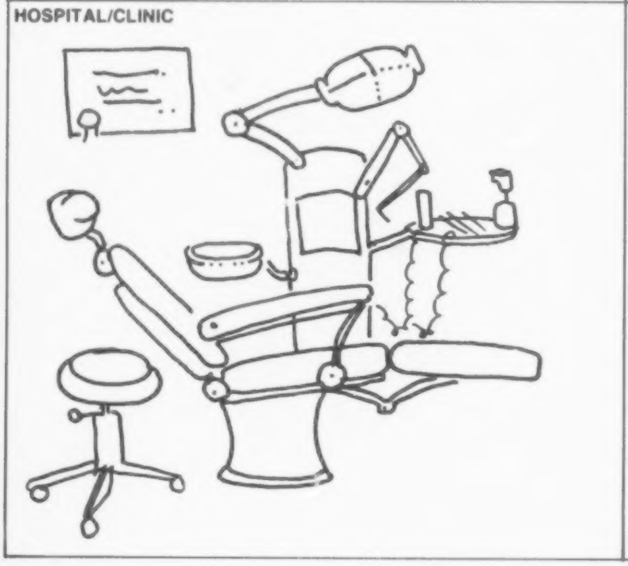
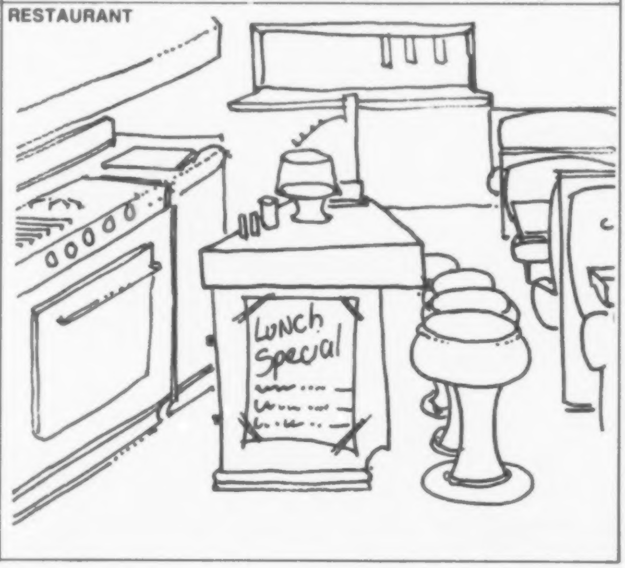
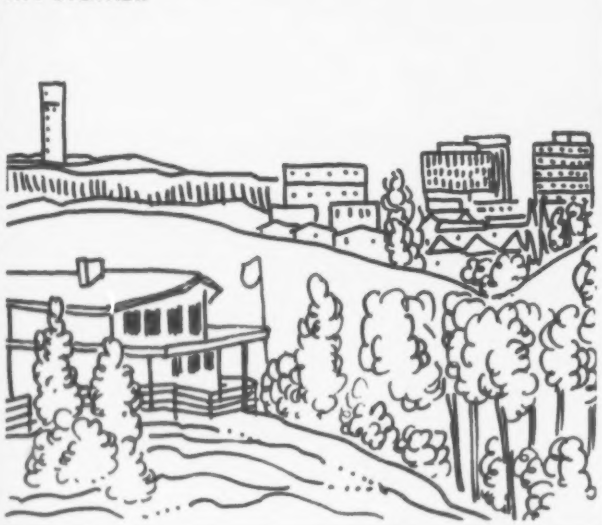
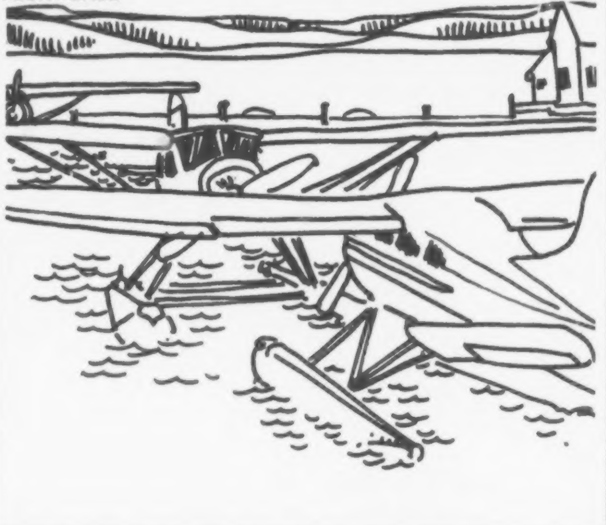

HOSPITAL/CLINIC


RESTAURANT
Lunch Special

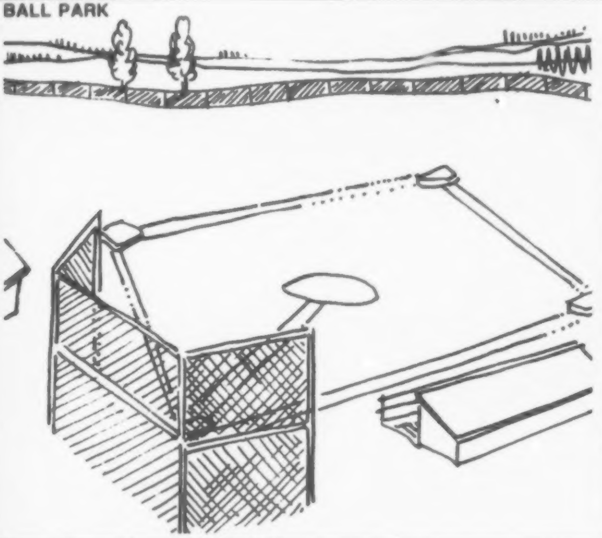
CITY OVERVIEW



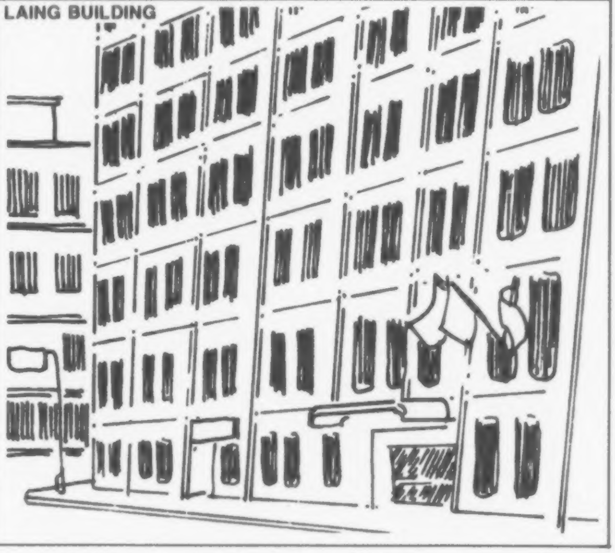
FLOAT BASE

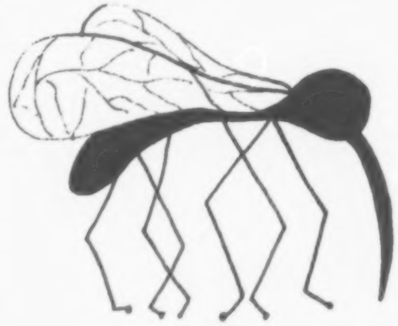


BALL PARK

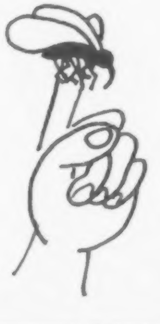


LAING BUILDING





Cut out, glue to band.



Mosquito Fingerpuppet

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Join ends, tape to fit index finger.

Science/Social Studies

Find out about the history of Dogrib people.

Find out about the traditional and present day lifestyle of the Dogrib people.

Find out more about other aboriginal people of the N.W.T./Canada.

Find out about the uses of caribou.

Find out about the ethnic background, countries of origin of various people in your community.

Find out about other cultures and languages in Yellowknife - Where do these people come from?

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

THE PEOPLE OF YELLOWKNIFE

Math

Comparison of cost of fitting out a hunter/buying store - brought food, clothing, etc.

Art

Trace beadwork patterns of Dogrib people.
Make snowshoes.
Construct a tepee, rabbit snare, loghouse.

Learn more about traditional designs from around the world.

Language Arts

Learn some Dogrib vocabulary. Learn some of the language of the other cultures in Yellowknife.

Listen to Dogrib legends.

Write a legend of your own.

Write a poem about the Dogrib people.

Home Economics

Make dishes from various ethnic groups.

LESSON: THE ABORIGINAL PEOPLE OF THE YELLOWKNIFE AREA

Concept: Identification of the aboriginal people of the Yellowknife area: The Dogrib.

English Vocabulary (* actually developed in this lesson)

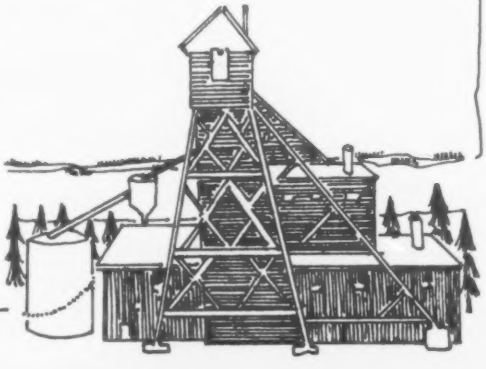
* Dogrib/Inuit/Slavey etc.
* Yellowknife area
* aboriginal
* people
* tribe/group
* own community
* Dene
* Fort Rae
* Edzo
* Rae Lakes
* Snare Lake
* Lac La Martre
* Detah

English Sentence Patterns (* actually developed in this lesson)

* Who are the aboriginal people in __________?
* The aboriginal people in the Yellowknife area are Dogrib.
* The aboriginal people in the ________ area are __________ too.

Special Materials Required

Map of your own region or area
Map of Yellowknife area showing Dogrib settlements
Slides/Pictures showing aboriginal people of the Dogrib settlements:
e.g., Explorer's Guide, Dene Nation Annual Report
Community slide set for Dogrib communities
Dogrib cultural booklets:
Johnny and Tendi books
A Dogrib History
Dogrib Legends (cassettes and filmstrips)
Faces of the Dene (picture set)
Dechinta in the Bush (picture set)
Desk maps of the N.W.T.



Concept Development/Language Exposure

1. a) Introduce the term "aboriginal people." Ask if anyone has heard this term before. Does anyone know what it means? Give examples using the sentence pattern. "The aboriginal people in the Yellowknife area are Dogrib."

   b) Look at contemporary and historical pictures (if available) of people from your community. Ask if students know what group of aboriginal people live in their community and the surrounding area using the sentence pattern. Students should be able to answer: Inuit, Inuvialuit, Slavey, Chipewyan, etc. Use the sentence pattern to review their answer.

   E.g., "The aboriginal people in the Frobisher Bay area are Inuit."

   c) If you live in another Dogrib community do activity 1a) but use the pattern "The aboriginal people in the Detah area are Dogrib too."

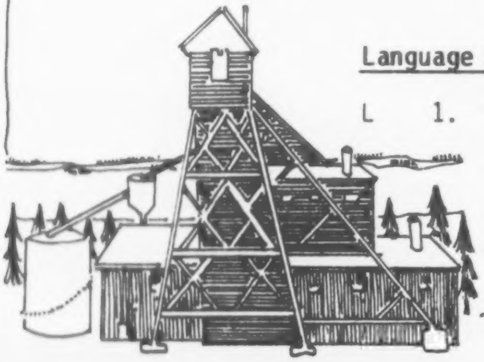
   d) Using a map, extend activity to include other communities in your area/region with which students are already familiar.

   E.g., "The aboriginal people in the Cape Dorset area are Inuit too."
   "The aboriginal people in the Pangnirtung area are Inuit too."
   Etc.

   Make a list of the Inuit communities and mark each one with a label which says "Inuit."

2. a) Show students slides/pictures of Dogrib communities where people are working and playing. Try to include people doing a variety of activities, people of various ages, etc. Ask "Who are the aboriginal people in the Yellowknife area?"

   b) Look at a map of the Yellowknife area. Locate the Dogrib communities you showed in the slides/pictures. Explain that the people who live in these settlements are related because they are all part of the Dogrib tribe/group of Indians. Use the sentence pattern as you talk about each community "The aboriginal people in the Rae area are Dogrib." When you have discussed each settlement (include all the Dogrib communities), summarize using the pattern "The aboriginal people in the Yellowknife area are Dogrib." Make a list of the Dogrib communities and mark each one on the map with a label which says "Dogrib."



Language Practice

L 1. Find the Speaker Game: Have the students close their eyes. Move to a certain part of the room and say the word "Dogrib." The students should point to where the sound came from. Repeat, moving to a different place each time.

L/S 2. a) Take two sentences: e.g.,

The aboriginal people in the (home community) area are (group).
The aboriginal people in the Yellowknife area are Dogrib.

Mix up the sentences in some way: e.g.,

"The aboriginal people in the (home community) area are Dogrib."
"The aboriginal people in the Yellowknife area are Dogrib."

Repeat using other communities with which students are familiar from CD/LE 1a and 1b. Students indicate incorrect sentences by raising their hands, clapping, or whatever.

b) If you live in a Dogrib community, you will have to vary the sentence patterns: e.g.,

The aboriginal people in the Rae Lakes area are Dogrib.
The aboriginal people in the Yellowknife area are Dogrib too.

and mix them up like this:

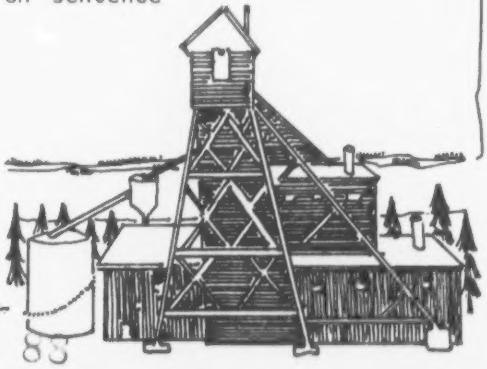
"The aboriginal people in the Yellowknife area are Japanese too."
"The aboriginal people in the Lac La Martre area are Inuit too."

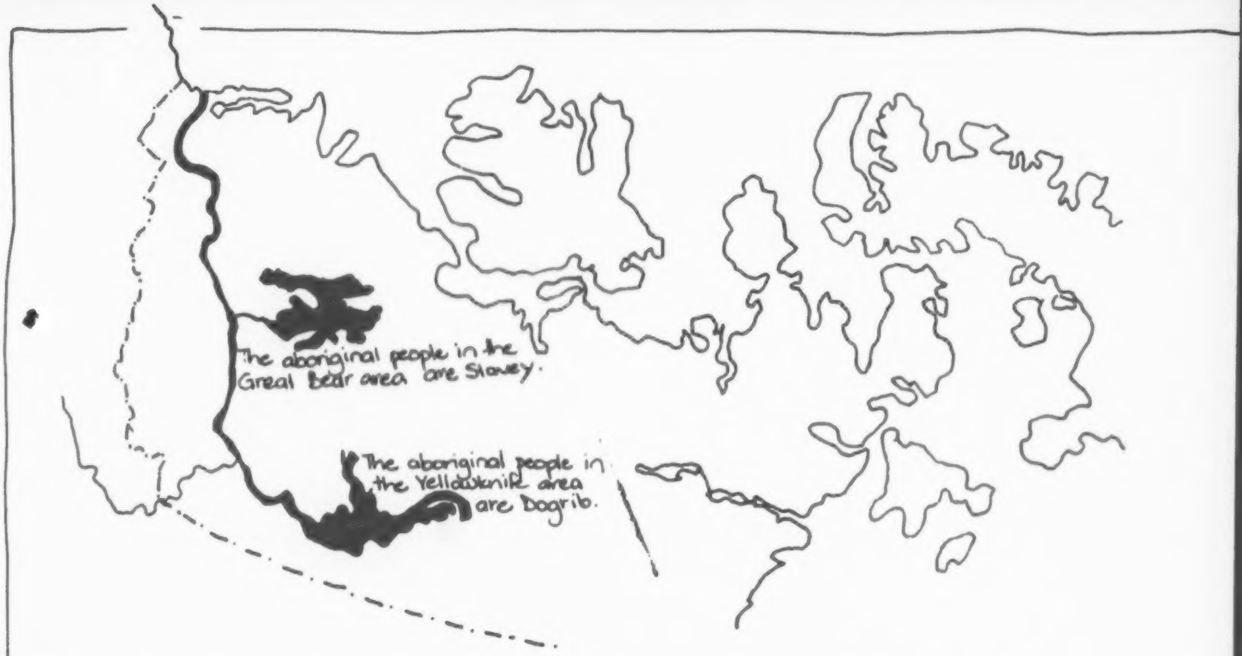
c) Make this into a speaking activity by having students repeat only those sentences which are correct or by saying correctly those which are incorrect.

S 3. Chain Drill: The teacher hands a student a picture of a Dogrib person. S/he then asks: "Who are the aboriginal people in the Yellowknife area?" The first student replies "The aboriginal people of the Yellowknife area are Dogrib." S/he then hands the picture to another student and repeats the question using a different Dogrib community. Continue until all students have had a turn. (This activity could be done in several small groups.)

R 4. Write the word "DOGRIB" on several cards. Cut the words into individual letters and hide them around the room. Have students find the letters and make into the complete words. Repeat this activity with the names of other aboriginal groups.

R 5. Identify and mark major centres on a large wall map of the N.W.T. Determine who the aboriginal people are in each of the centres that were marked. Record this information on sentence strips and place them on the map.




The aboriginal people in the Great Bear area are Slavey.
The aboriginal people in the Yellowknife area are Dogrib.

W 6. Colour the boxes in the sentence strips using this code:
(i.e., Colour box 2, box 4, etc.)
- 2, 4, 7, 8, 10, 11, 15, 17, 20 -

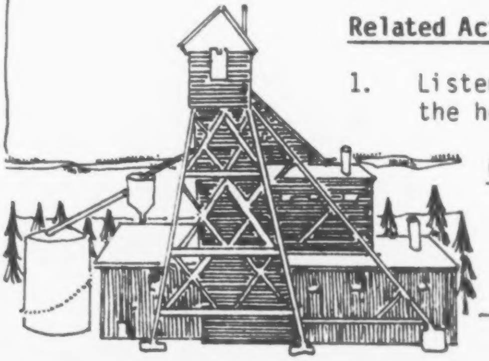
Yes ①	The ②	No ③	aboriginal ④	hot ⑤	cold ⑥	people ⑦
of ⑧	big ⑨	the ⑩	Yellowknife ⑪	small ⑫	his ⑬	her ⑭
area ⑮	red ⑯	are ⑰	blue ⑱	green ⑲	Dogrib ⑳	

Copy out the words to make a sentence.

Application

1. Give the students their own 8 1/2" X 11" map of the N.W.T. Have them write out the sentence "The aboriginal people of ..." and glue it onto the map close to Yellowknife. Then they could write the appropriate sentence for their own community and glue it on also.

2. Find out the names of the other aboriginal groups in the N.W.T. Mark the map with appropriate labels.



Related Activities

1. Listen to Dogrib legends. Compare with legends from the home culture. Write a legend of your own.

Other Ideas - (Add your own)

LESSON: THE DOGRIB - TODAY AND YESTERDAY

Concept: Comparison of the traditional and present day lifestyle of the Dogrib people.

English Vocabulary (* actually developed in this lesson)

* Choose whatever is appropriate

Dogrib, Inuit, etc

traditionally/in the past	today
lived in	live in
ate	eat
wore	wear
hunted	hunt
trapped	trap
kept warm	keep warm
travelled on/by	travel on/by
made containers from	make containers from
sewed	sew

moose
caribou
birch bark
hide
fur
dogsled
log houses
tepee
mukluks
etc.

log houses
store bought
clothes
food
woodstoves
oil
truck
etc.

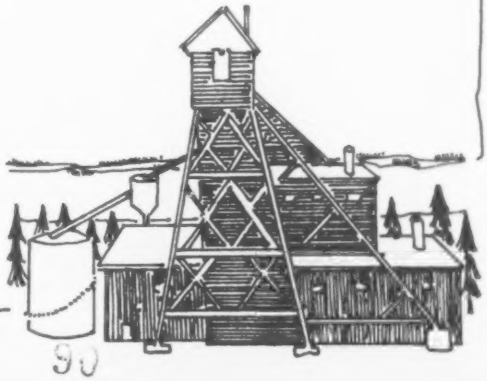
English Sentence Patterns (* actually developed in this lesson)

* What did the Dogrib people (eat/live in/wear) in the past?
* They (ate/lived in/wore ________.

* What do Dogrib people (eat/live in/wear) today?
* They (eat/live in/wear) ____ but they still (eat/live in/wear) ____ sometimes.

Special Materials Required

Stencil Dogrib lifestyle (Pg. 97)
Resource materials on the Dogrib (see Resource list)
Dechinta in the Bush picture set
Traditional Lifestyle Prints: Dene
Dene artifacts, photographs
Current northern life pictures



Concept Development/Language Exposure

1. a) Discuss how people in your community lived long ago. Make a chart indicating what people wore, where they lived, what they ate, etc. Discuss the chart using the sentence patterns:

"What did the _________ people wear in the past?"
"They wore _________."

b) Make a similar chart showing how people live, etc. today in your community. Use sentence patterns to discuss the chart.

2. Show students the Dene Traditional Lifestyle prints or Dechinta pictures. Explain that some activities they see in the pictures were done long ago. Ask which activities they think are done today. Have students sort pictures by 'today' and 'in the past'. Make a similar set of charts about characteristics of Dogrib lifestyle in the past and today. Discuss using the sentence patterns. Be sure to use pictures to illustrate new vocabulary, e.g., tepee, snowshoes, etc.

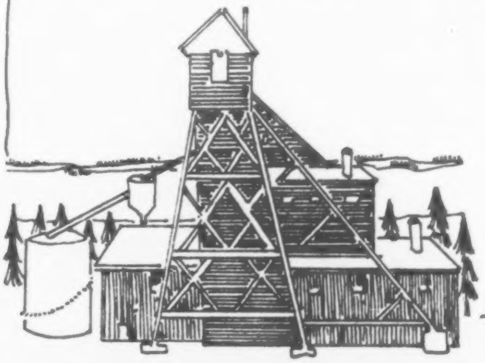
Language Practice

L 1. Bean Bag Toss: Choose some of the pictures from the picture set, e.g., tepee, caribou, dog sled, snowshoes. Place these pictures on the floor (or against a wall). When you call the name, a student must throw a bean bag to land on (or hit) the appropriate picture. (This could be done as a team game also.)

L 2. Add pictures of modern times, e.g., clothes, houses, food. Playing in threes, use the same beanbag toss idea. Say "In the past, Dogrib people lived in tepees." One student tosses a bean bag at the tepee picture. Then say, "Today they live in log houses." The second student tosses another beanbag at the log house. Then say, "But they still use tepees sometimes." The third student then tosses a bean bag at the tepee again.

S 3. Place four or five pictures on the blackboard ledge. Have the students close their eyes. Remove one picture. Have students tell you which picture is missing and use the word in one of the sentence patterns. The stencils can also be used for this activity.

S 4. Repeat the games used for listening. Have the students say the words or sentences as they throw the bean bags.



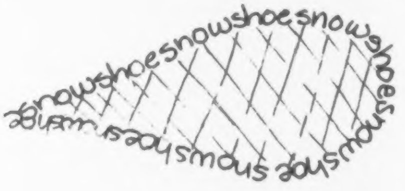
R 5. Show the students a variety of vocabulary words. Have them categorize the words into traditional and modern:

In the past	Today
tepee	log house
caribou meat	Kentucky Fried Chicken
birchbark basket	Tupperware
dogsled	truck

R/W 6. Copy worksheet (sentence square, p. 69) onto bristol board. Have the students read out the sentences. Make a variety of worksheets, placing the sentences in different orders. Have the students write them in their workbooks/on their worksheets.

W. 7. Match names to pictures using the flashcards.

W 8. Ask students to pick one of the vocabulary words. Have them sketch the shape of the object lightly and write the word over and over to form a design.



Put the resulting work on display, or make into mobiles.

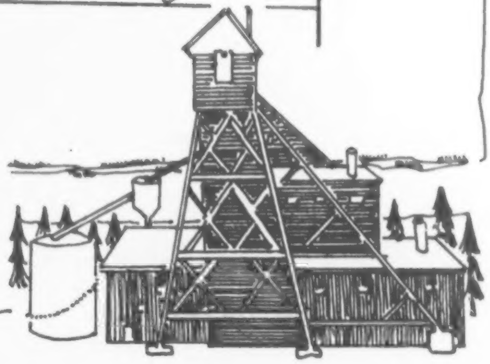
W 8. Have the students complete sentences on the worksheets as shown.

in the past, Dogrib people ______________.

Today, ______________ in log houses.

__________ Dogrib people ate ______________.

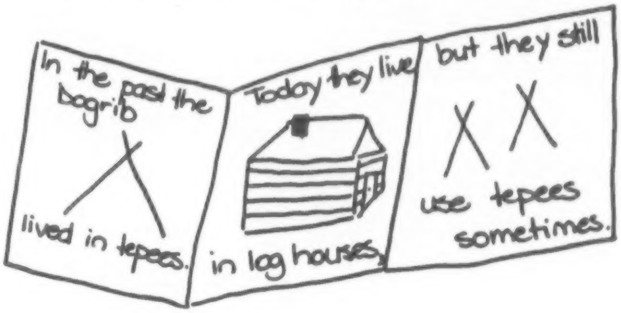
Today, storebought food.



Application

1. Ask the students when Dogrib people might still - live in tepees
   - use moosehide
   etc.

   Have them make a 3 page sheet showing then, now and sometimes.


In the past the Dogrib
lived in tepees.
Today they live
in log houses,
but they still
use tepees
sometimes.

2. Compare the traditions of the Dogrib with those of the Inuit or other aboriginal groups. Make similar sheets.

3. Have students write cinquain poems about the Dogrib people using vocabulary learned in the lesson. Some may write about traditional lifestyle while others may write about today.

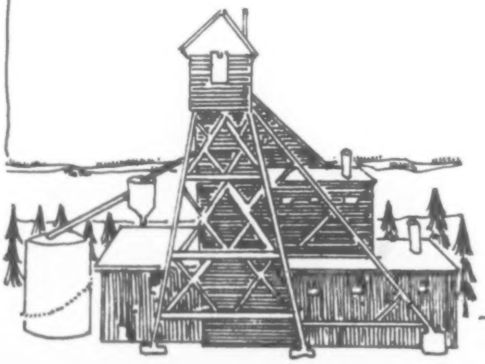
Traditional
Dene People
Snowshoes, Dogteams, Canoes
Caribou, Moose, Fish, Berries
Dogrib

4. Give out mime cards. One student acts out what is on the card while the others guess what the action is.

walking on snowshoes

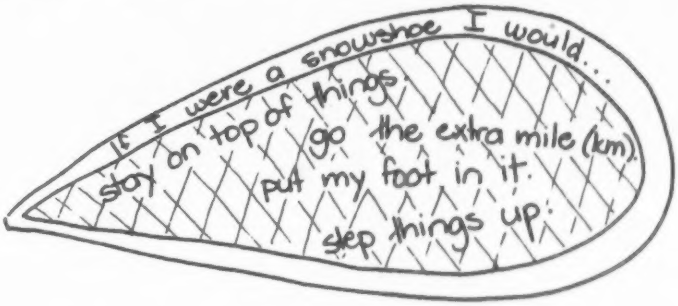
hunting a caribou

sewing slippers



Related Activities

1. Have students cut out the shape of one of the vocabulary words. They should then think of some expressions connected with the object.


If I were a snowshoe I would...
stay on top of things
go the extra mile (km)
put my foot in it
step things up

2. Listen to Dogrib Legends (tape/filmstrip).

3. Take one of the words, e.g., tepee. Find out the names of other types of houses. Make a 'houses' mobile. Do the same for other words.

4. Make replicas of Dogrib artifacts, etc. Find out more about the uses of these items.

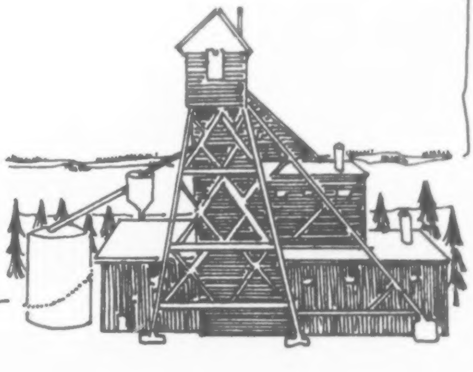
5. Trace traditional Dogrib designs. Find out more about traditional designs from around the world.

6. Make snowshoes. Find out about different styles of snowshoes.

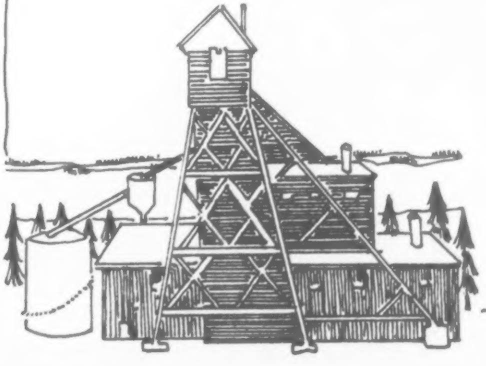
7. Construct a teepee. Find out how it compares to other aboriginal homes.

8. Compare the cost of fitting out a hunter with buying food and clothing from a store.

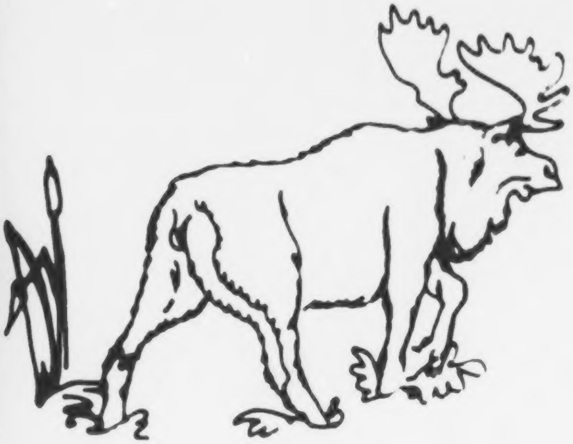
Other Ideas - (Add your own)

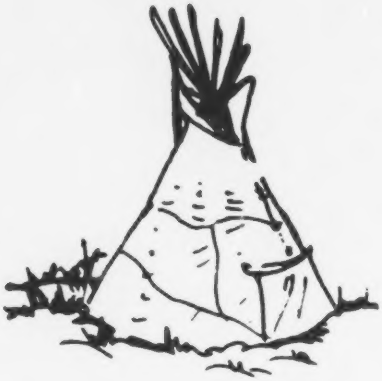


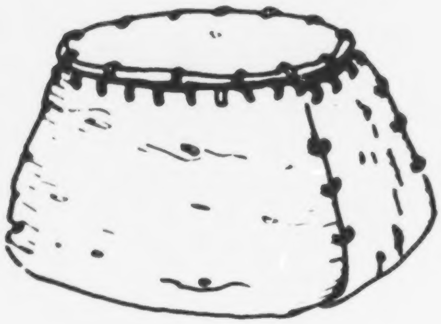
In the past, Dogrib people lived in tepees. Today they live in log houses but they still use tepees sometimes. In the past, Dogrib people wore moosehide clothes. Today they wear storebought clothes but they wear moosehide clothes sometimes. In the past, Dogrib people ate caribou. Today they eat storebought food but they still eat caribou sometimes. In the past, Dogrib people used birchbark baskets. Today they use plastic buckets but they still use birchbark sometimes. In the past, Dogrib people used snowshoes. Today they use skidoos but they still use snowshoes sometimes.

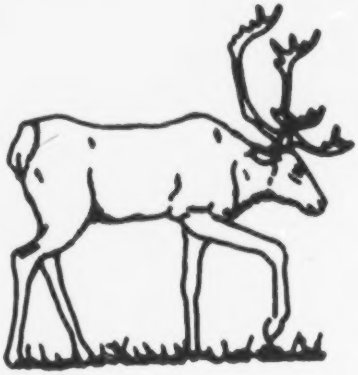


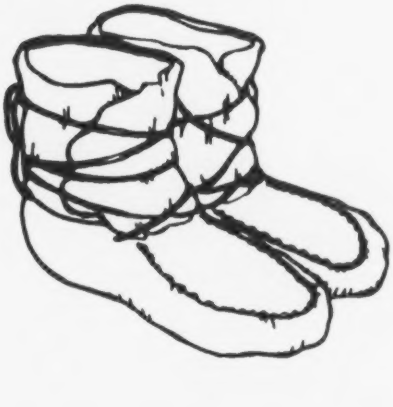
WORKSHEET: SENTENCE SQUARE

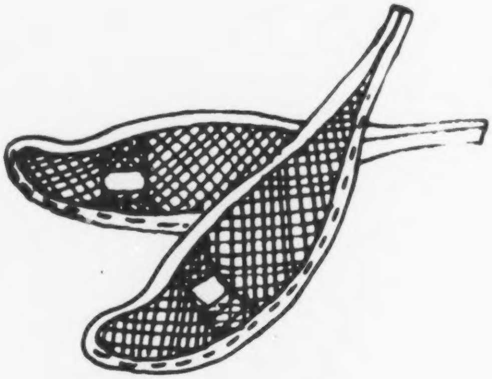












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LESSON: OTHER PEOPLE WHO LIVE IN YELLOWKNIFE

Concept: Identification of the other groups of people who live in Yellowknife.

English Vocabulary (* actually developed in this lesson)

* English
* French
* Inuit
* British
* Dogrib
* Slavey
* Chipewyan
* Chinese
* Vietnamese
* Filipino
* Italian

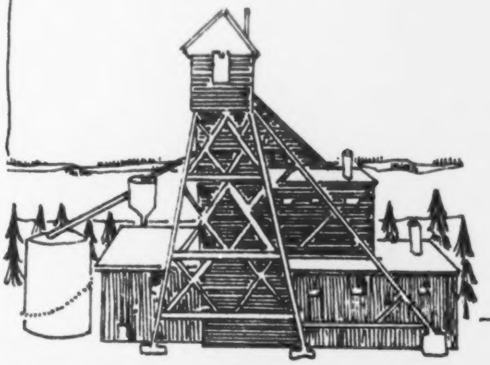
etc.

English Sentence Patterns (* actually developed in this lesson)

* How is (Yellowknife) different from (your home community)?
* __________ has people from only a few/many cultures.
* There are people who are __________.

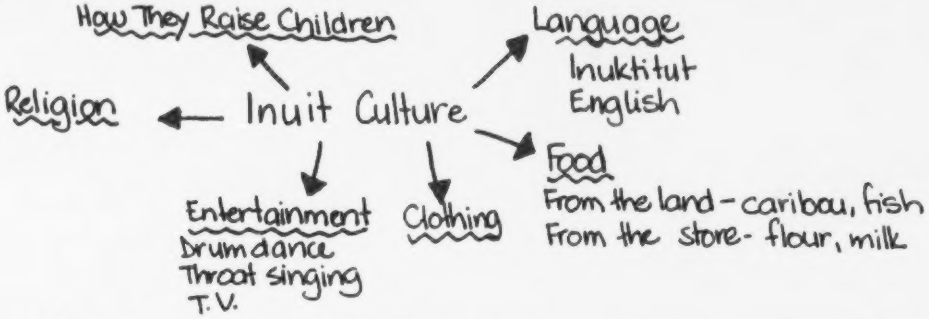
Special Materials Required

World map.
Picture of people from different ethnic groups.
Stencil depicting Yellowknife and home community.



Concept Development/Language Exposure

1. Write the word 'culture' on the board. Ask if anyone knows what it means. Ask what students think of when they hear the word. Write down whatever students say. Help students understand that 'culture' refers to the way a group of people lives.


How They Raise Children
Language
Inuktitut
English
Religion
Inuit Culture
Food
From the land - caribou, fish
From the store - flour, milk
Entertainment
Drum dance
Throat singing
T.V.
Clothing

Make a chart categorizing information about a culture! Use examples from your community.

2. a) Have students find out where all the teachers in the school are from. Make a list of the cultures the teachers represent.

   b) Explain that Yellowknife has people from many different cultures. Make a list of the cultural groups in Yellowknife. Use the sentence patterns to compare the lists:

   "How is Yellowknife different from Fort McPherson?"
   "Fort McPherson has people from (number) cultures."
   "There are people who are British, French, Loucheux, etc."
   "Yellowknife has people from many cultures."
   "There are people who are ________."
   ________.
   ________.

Language Practice

L 1. Ask students to listen for a specific vocabulary word, e.g., "Chinese." When they hear it, they should stand up.

Teacher: "China, Chinese, change, chimes, Chinese."

Students stand up.

L 2. a) Use the charts from CD/LE 2. Make a series of statements about the groups in your community and Yellowknife. Students hold up a card depicting the appropriate community for each statement.

E.g., Teacher: "________ has people from many cultures."
Students hold up the Yellowknife card.

Teacher: "There are people who are Vietnamese."
Students hold up the Yellowknife card (or both if the home community has Vietnamese families.)

L/S b) Make up riddles using the sentence patterns:

Teacher: "________ has people from many cultures.
There are people who are Italian."

Students reply with the name of the appropriate community.

L/S 3. Make a series of statements about the lists mentioned above. Students repeat the statements which are true and say the false ones correctly.

Teacher: "Coppermine has people from (number) cultures."
Students repeat.

Teacher: "Yellowknife has people from only a few cultures."
Students correct: "Yellowknife has people from many cultures."

L/S 4. Substitution Drill:

Teacher: "There are people who are Slavey. - Filipino"
Students: "There are people who are Filipino."

R/W 5. Write the names of the various cultural groups on cards. Review these with students. Cut up each card into individual letters. Distribute the letters around the room. Students find letters and work together to make them into words. Be sure the lists from CD/LE 2 are available for reference.

R/W 6. a) Make sentence strips of the sentence patterns:

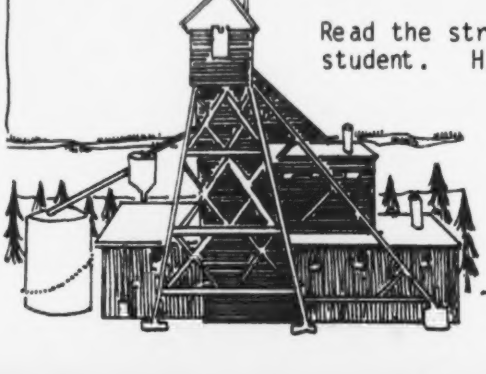
There are people who are Chinese.

There are people who are Vietnamese.

There are people who are Dogrib.

Etc.

Read the strips over with students. Hand out each strip to a student. Have students bring up all the strips related to Yellowknife and then all the strips related to the home community. Read them altogether as they are put up. Have other students check to make sure the strips are appropriate for that community.



b) Give students a stencil with a number of sentences similar to 6a). Students cut them out and paste them on another piece of paper using the correct community name. They could write out additional sentences for groups that are not mentioned in the cut and paste sentences.

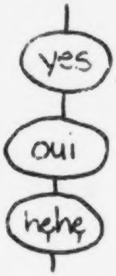
Application

1. a) Display a world map and locate all the countries where people who live in Yellowknife come from. Put pins in each country and tie strings from those pins to markers around Yellowknife.

   b) Find out where all the people in your community are from. Mark the countries they are from with pins. Use a different coloured yarn to connect these places to the pins around your community.

   c) Compare the results from 1a) and 1b). Make a graph.

2. Have students find out about other languages spoken in the N.W.T. and Canada. Make a mobile of certain words in various languages.

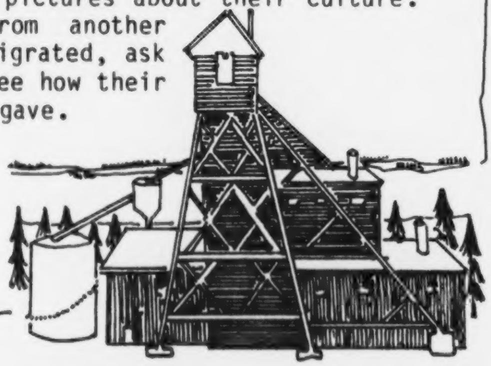


3. a) Have each student pick one country represented in Yellowknife to research and discuss with the rest of the class. Have them find out briefly about the categories of information discussed in CD/LE 1.

   b) Have students work in pairs. One student interviews the other who pretends to be someone from the country s/he has researched. Have students ask what it is like to move to another country? What does the "immigrant" like, not like, etc. You may need to brainstorm the questions for the interviewer to ask with the whole class first. Reverse roles. Share parts of the interviews with the class.

   c) If possible, have someone from another cultural group visit your class to demonstrate, discuss, explain, show pictures about their culture. This may or may not be someone from another country. If it is someone who has immigrated, ask them some of the questions from 3b). See how their responses compare to those the students gave.

   Other Ideas - (Add your own)



Science/Social Studies

Develop a simple time-line.

Learn about events in recent history. Compare with other events in the last 50 years.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

THE RECENT HISTORY OF YELLOWKNIFE

Math

Calculate how long it is between various dates.

Art

Make picture cubes/mobiles/murals of Yellowknife history.

Construct a diorama or model of Yellowknife in its early days.

Language Arts

Make a "History of Yellowknife" Big Book.

Act out a series of sketches of early life in Yellowknife.

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LESSON: THE RECENT HISTORY OF YELLOWKNIFE

Concept: Yellowknife's recent history began with the discovery of gold in the 1930s.

Introduction of time concept (this may be difficult for some students, hence the use of "When I was a baby, When my parents were babies, etc.").

English Vocabulary

discovered
built
moved
opened
poured

gold
ore
brick

stake a claim
first church
first school
new arena
Mackenzie Highway
Prince of Wales Heritage Centre (museum)

Wild Cat Cafe
Weaver and Devore
Latham Island
Old Town
New Hospital
New swimming pool/curling rink

English Sentence Patterns

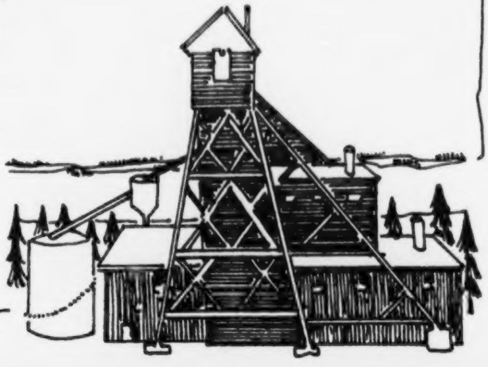
What happened in Yellowknife/the home community when
_______ you were a baby?
_______ your parents were babies?
_______ your grandparents were babies?

In date) gold was discovered.
the first school was built.
the first church was opened.
the Mackenzie highway opened.
the capital city moved to Yellowknife.
people started living in New Town.

What is happening in Yellowknife today?

Special Materials Required

Pictures/Slides of gold mine, gold being poured, of Old Town, Latham Island, early buildings, etc. from Yellowknife Slide Set.
Map of Yellowknife
Time line of Yellowknife
Sample of gold bearing rock
Stencil "date" cards (Pg. 109, 111)
Pocket chart/felt board

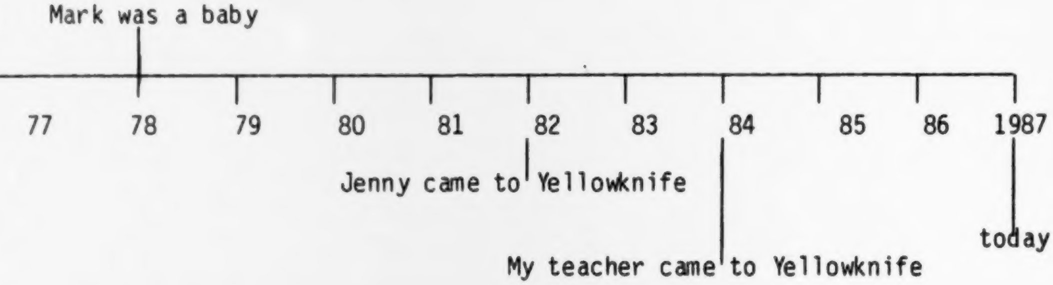


Concept Development/Language Exposure

(For Yellowknife schools only)

1. a) Make a simple time line using a piece of string, strip of paper, etc. Mark off one year blocks for the last ten years. Ask the students something interesting that is happening today. Then ask the students how many of them were born in Yellowknife, how long ago and mark it off on the time line.

E.g.


Mark was a baby
76
77
78
79
80
81
82
83
84
85
86
1987
Jenny came to Yellowknife
today
My teacher came to Yellowknife

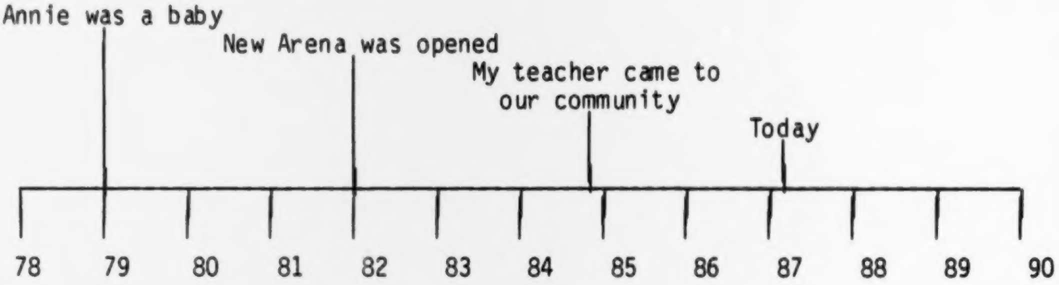
b) Ask other students when they came to Yellowknife.

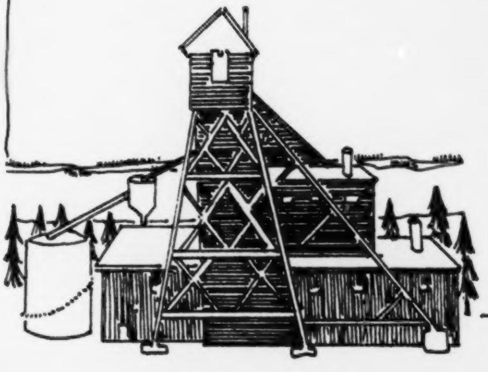
c) Ask the students what other things they remember happening in Yellowknife - mark it on the time line.

(For students in other settlements)

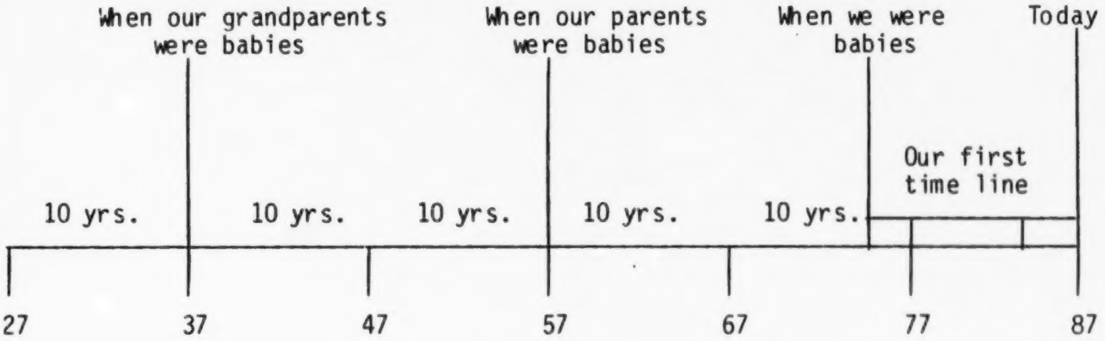
1. Establish the idea of a time line in a similar way for your community.

E.g. What is happening today, when students were babies, when other students came to the settlement, when other things happened in the settlement.


Annie was a baby
New Arena was opened
My teacher came to our community
Today
78
79
80
81
82
83
84
85
86
87
88
89
90



2. a) Now make a new time line showing blocks of 10 years and show how the first time line would fit into the second.


When our grandparents were babies
When our parents were babies
When we were babies
Today
Our first time line
10 yrs.
10 yrs.
10 yrs.
10 yrs.
10 yrs.
27
37
47
57
67
77
87

b) Ask the class if they know (approximately) when their parents were babies. Mark it on the new time line.

c) Now ask if they know when their grandparents were babies. (This is more difficult!) Mark it on the new time line.

* N.B. You could use building blocks or strips to aid conceptualization.

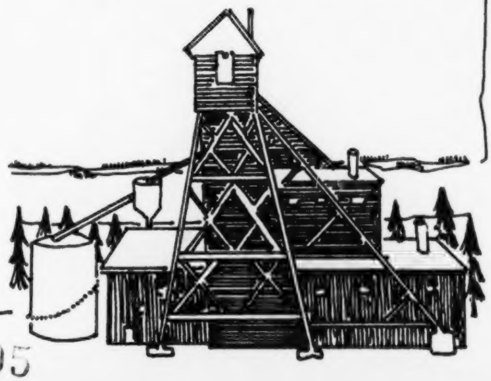
Show the students how many blocks of 10 years it was.

d) Ask the students to find out the dates of some other important events in their lives. Mark them on the time line.

3. a) Find the year 1932 (approximately when their grandparents were babies) and tell the class that this was the time when people from Southern Canada/modern development, (explain in own words) came to live/started in Yellowknife. See if the class can guess what happened in that year. Tell them that gold was discovered. Show pictures slides or ore samples.

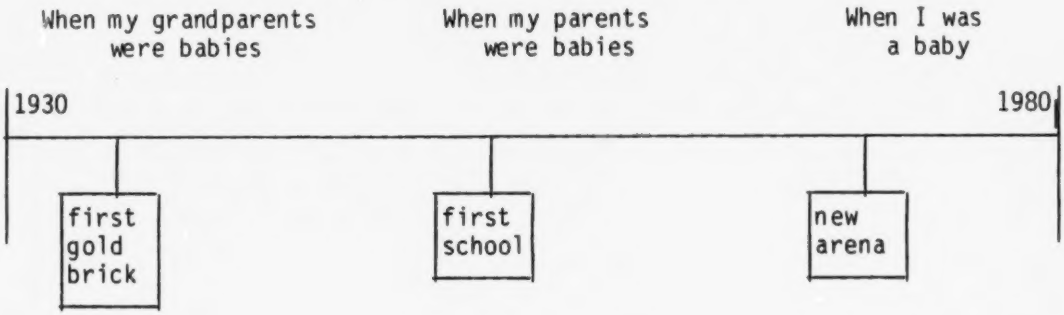
b) Tell the class how people came to Yellowknife to search for gold and work in the gold mines. Ask them who also might come as well as miners. (e.g. store keepers, hotel owners, laundry workers.) Show pictures of Old Town.

4. Tell them that they are going to find out what other interesting things happened in Yellowknife at the time when their grandparents were babies and then later, when their parents were babies.



5. a) Make "event" flashcards, number them on the back. Turn them over so the students can see the numbers.

b) When the cards are in order, hang them on the time line in the appropriate places. Indicate the date/relative time period. Introduce the sentence patterns as you go along.

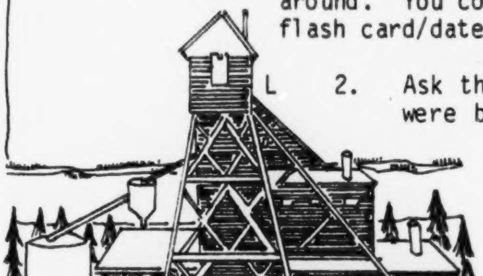

When my grandparents were babies
When my parents were babies
When I was a baby
1930
1980
first gold brick
first school
new arena

Language Practice

L 1. Play match the place to the date

new hospital	drawing of grandparents
gold brick	drawing of parents
new arena	you as baby
new hospital	you now
Mackenzie Highway	

Give half the class flash cards and the other half "date" cards. Say "gold brick" - "when your grandparents were babies." The students who have the corresponding cards must hold them up. Switch the cards around. You could also have the students change places or change flash card/date card.



L 2. Ask the question "What happened in Yellowknife when you were babies?" Students give the response "When we were babies......." The students who have the correct "date" card and those who have the corresponding flash card should change places as in the vocabulary game.

S 3. Using the flash cards and date cards again, call out the "date" and have the students with the corresponding flash cards hold them up and call out the vocabulary words. Switch around, call out the vocabulary word and have the students call out the correct date. E.g. "Prince of Wales Heritage Centre" - "When we were babies." When the students are comfortable, get them to do both the calling out of "dates" and vocabulary words.

S 4. Chain drill. Ask the question "What happened in Yellowknife when (you were a baby)?" The first student replies "When I was a baby ______." He then asks the next student "What is happening in Yellowknife today?"

R 5. Give the students vocabulary flash cards (worksheet ____). They must cut out the words and put them in the correct place.

Grandparents were babies	Parents were babies	We were babies	Today
first gold brick	New Town	Prince of Wales H.C. (museum)	new hospital
first school	first airline service	new arena	Frame Lake portables
first church	Mackenzie highway	Mildred Hall School	Panda Centre
	capital city	Sissons School	

R 6. Make a flip chart and find the correct sentence endings.

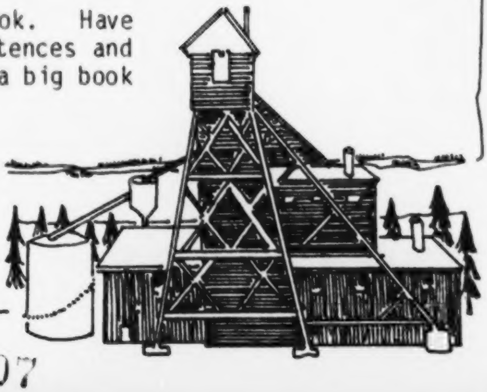
When we were babies

The new arena was built

W 7. Play match the verbs to the nouns. Give out a worksheet showing the vocabulary words, both nouns and verbs. Have the students identify which two go together.

e.g., gold - discovered
Mackenzie Highway - opened

W 8. Make a "History of Yellowknife" Big Book. Have the students fill in the appropriate sentences and illustrate; then laminate and make into a big book for the school library.



Application Activities

1. Make a similar Big Book "What happened in my community when ____________."

   or

   "What happened in Canada/the world when ________________________."

   or

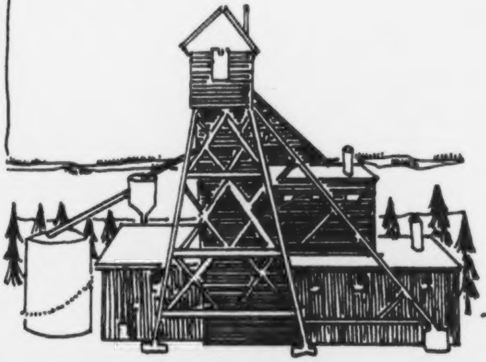
   "What might happen in Yellowknife when my children are babies."

Related Activities

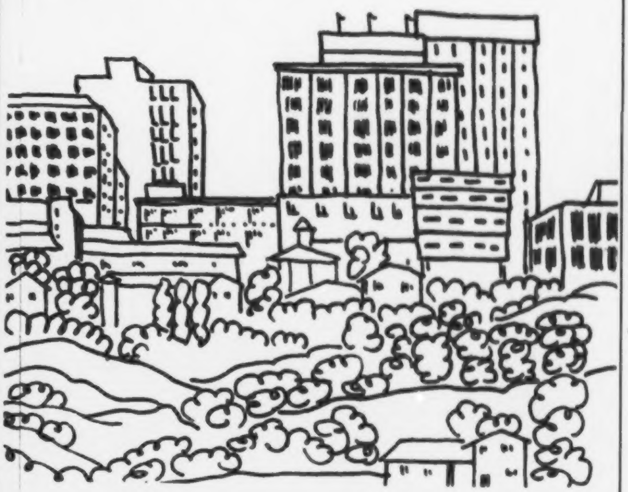
1. Make a series of a) projects cubes or b) mobiles showing different "eras" of Yellowknife history.
2. Make a mural depicting the recent history of Yelowknife.
3. Make a model/diorama of Yellowknife in the early days. Locate the original settlement in Old Town, the first school, etc.
4. Act out a series of short sketches of the history of Yellowknife.

   N.B. If students are conceptually ready, you can use the real dates, 1930s, 1940s, etc.

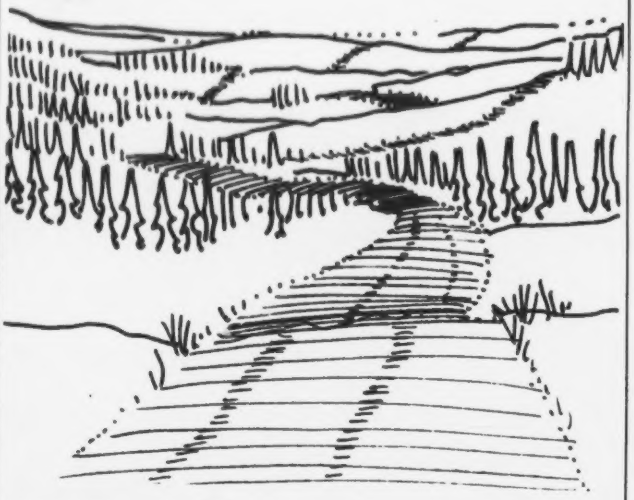
Other Ideas - (Add your own)



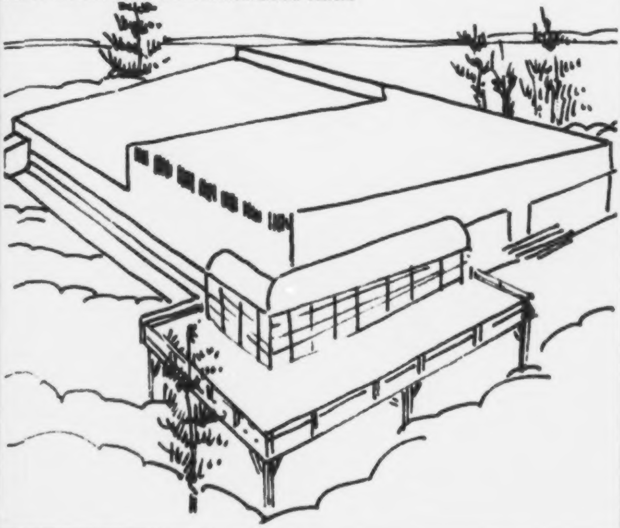
CAPITAL CITY



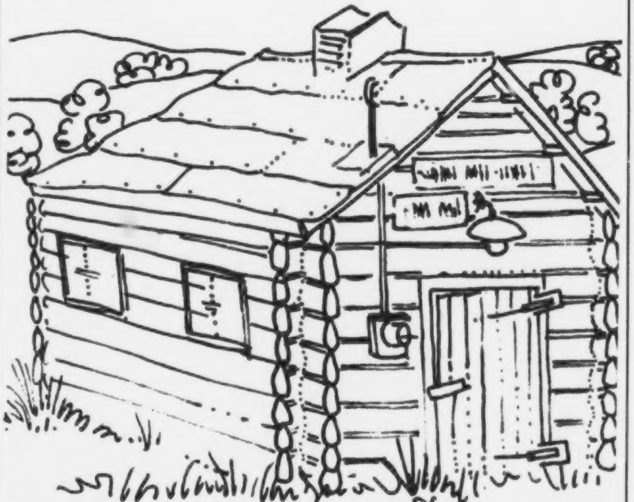
MACKENZIE HIGHWAY



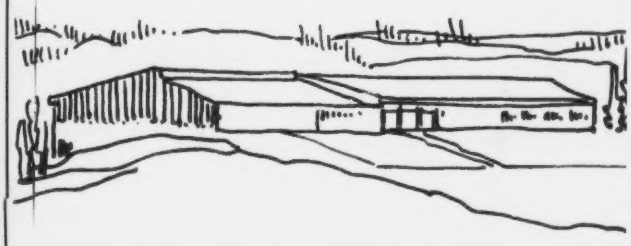
NEW SWIMMING POOL/CURLING RINK



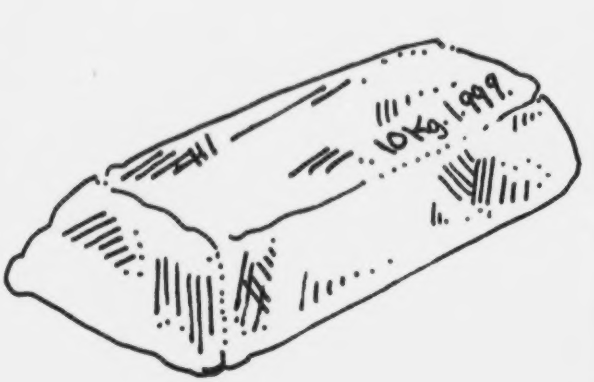
FIRST SCHOOL



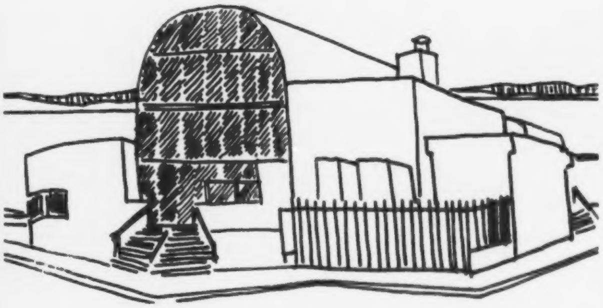
NEW ARENA



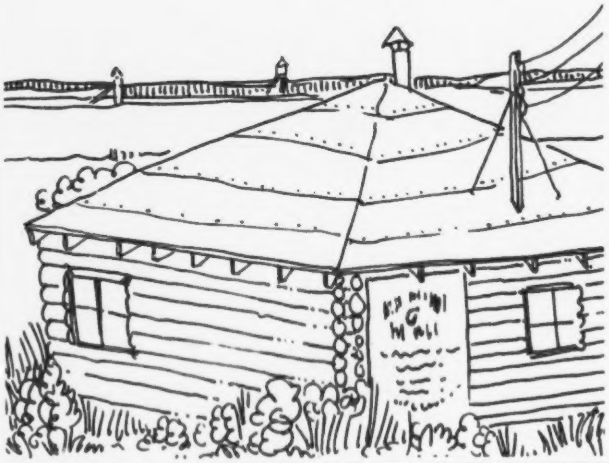
GOLD BRICK



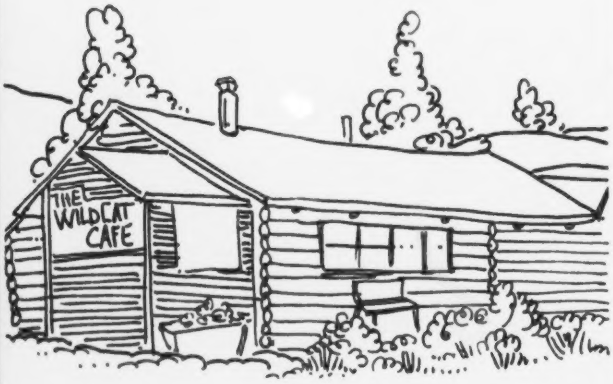
PRINCE OF WALES HERITAGE CENTRE



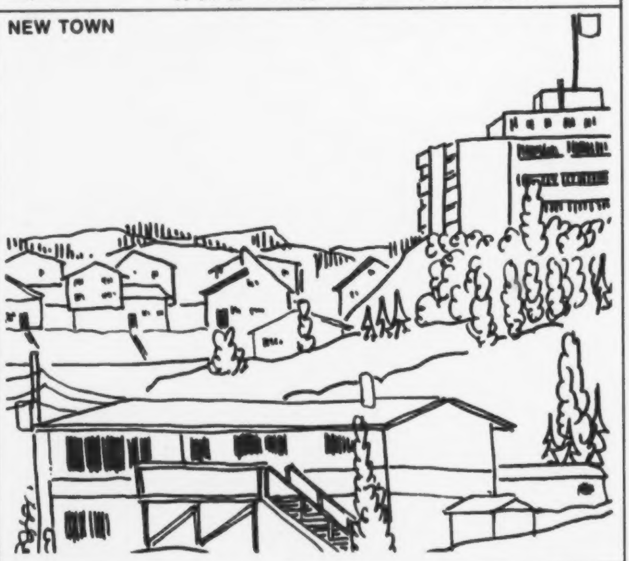
FIRST CHURCH



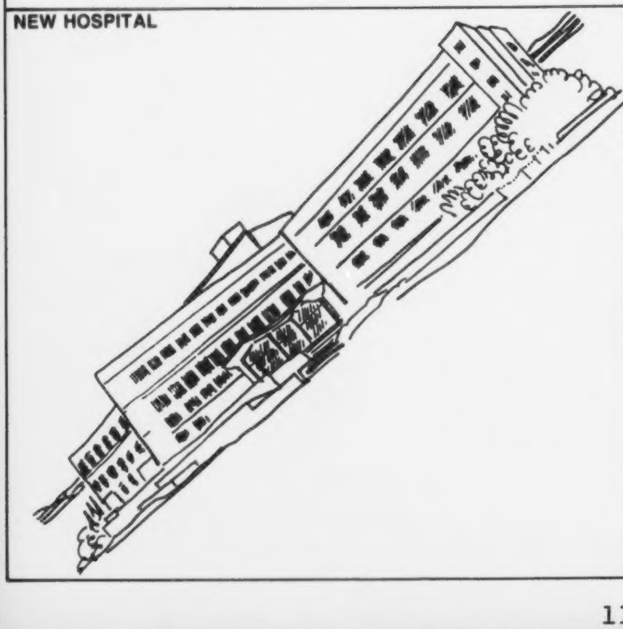
WILDCAT CAFE


THE
WILDCAT
CAFE

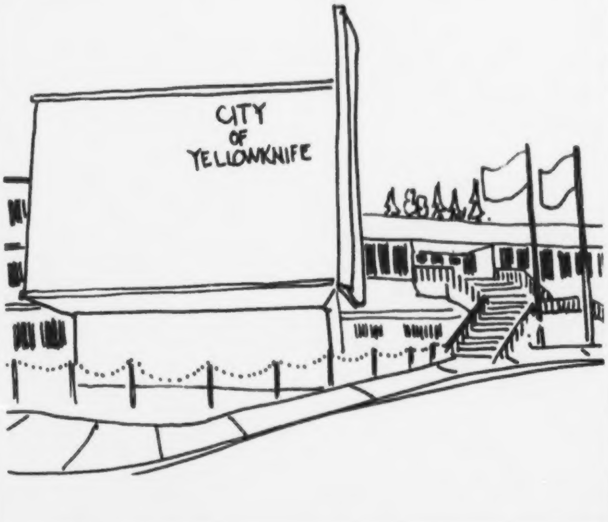
NEW TOWN



NEW HOSPITAL



CITY HALL


CITY
OF
YELLOWKNIFE

Science/Social Studies

Methods of mining gold. Find out about other mines/minerals in the N.W.T.

Discuss different occupations in your community. Compare with Yellowknife.

Categorize workplaces and occupations.

Music, Poems, Stories

Song "The Yellowknife Gold Mines."

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

THE ECONOMY OF YELLOWKNIFE

Math

Make graphs showing occupations.

Mural of gold mining scene.

Make a chart of things made from gold, silver, lead, zinc, etc.

Art

Make a mural of Yellowknife people at work.

Make a series of dioramas showing workplace/job.

Make a working model of a mine shaft/underground mine.

Language Arts

Poem "Working in Yellowknife." Adapt to your community.

Write about what I'd like to be when I grow up...

Make finger puppets showing people at work in Yellowknife.

Write a book "A Day in The Life of..."

Special Activities

The Gold Mine Game

LESSON: WHERE PEOPLE WORK

Concept: Identification of the many types of jobs found in Yellowknife and where the work is carried out.

English Vocabulary (* actually developed in this lesson)

* Choose whatever is appropriate:

Yellowknife
office
mine
restaurant
theatre
store
float base/airport
etc.

hospital/clinic
pool
school
government
construction

doctors
lifeguards
civil servants
students
secretaries
miners

carpenters
babysitters
pilots
cashiers
waiters

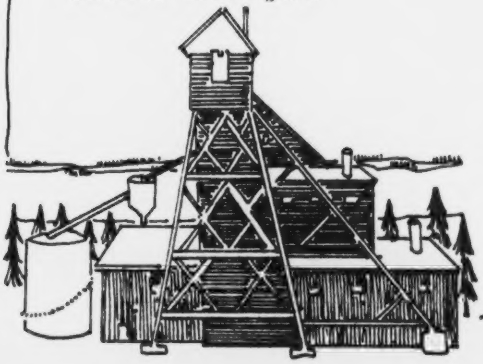
English Sentence Patterns (* actually developed in this lesson)

* Where do people work in (Yellowknife)?
* Some people work (at the float base).

* Where do (doctors) work?
* (Doctors) work (at a clinic).

Special Materials Required

Magazines
Stencils with drawings of different places to work (Pgs. 121, 123)
Concentration game



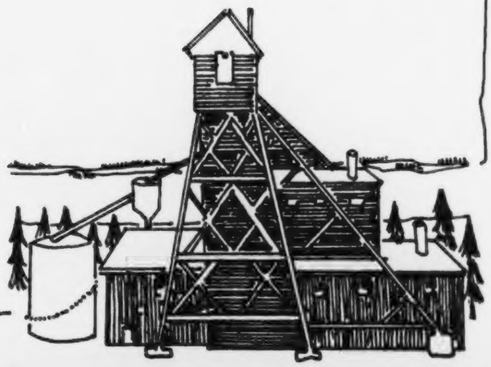
WORKING IN YELLOWKNIFE

by C. McGregor, H. Nolsoe

Some people work at a clinic.
Some people work at the pool.
Some people work for the government.
Some people work at school!

Some people work in an office.
Some people work in the mines.
Some people work in construction.
Some people work at home all the time!

Some people work at the float base.
Some people work in the stores.
Some people work in a restaurant.
Some people don't work anymore!



Concept Development/Language Exposure

1. a) Help students make a list of all the places people work in the home community. (This should be review for most students.) Discuss each job using the question and answer:

   "Where do people work in __________?"
   "Some people work __________ __________ __________."

   b) Have students look through magazines and cut out pictures of people working in different places/doing various kinds of jobs. Paste each of these pictures on pieces of construction paper and display on a bulletin board. Talk about the places where the people are working/jobs people in the pictures are doing using the sentence patterns and the name of some southern city with which students are familiar:

   "Where do people work in Edmonton?"
   "Some people work in the bus station."

2. Say the poem "Working in Yellowknife." Point to appropriate pictures on the bulletin board or use dramatic actions to illustrate the kinds of jobs/places to work discussed in the poem. Make a list of the places mentioned. Add others students have heard about during this unit. Compare with the list made for your home community:

Where Do People Work in Yellowknife?	Where Do People Work in Jean Marie River?

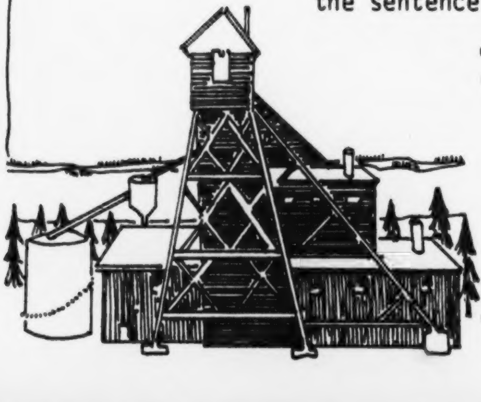
Discuss which places to work are the same/different in the two communities.

3. a) If your students can handle it, discuss the names of the workers who have jobs in various places:

Office	Clinic	Store	School
clerk	doctor	manager	teacher
secretary	nurse	clerk	principal
manager	lab technician	cashier	classroom assistant
janitor	translator	cleaner	secretary
	receptionist		engineer
	janitor		janitor

   b) Label the people in the pictures from 1b with the name of the job they are doing. Discuss the pictures and the lists using the sentence patterns:

   "Where do doctors work?"
   "Doctors work in a clinic."



Language Practice

L 1. Using the list from CD/LE #2, make 5-10 statements about where some people work in your own community and where some people work in Yellowknife. Students write down the initial/name of the appropriate community for each statement. Review and discuss the answers.

E.g., Teachers: "Some people work in the Legislative Assembly."
Students write: Y or Yellowknife.

L 2. Give students a stencil with drawings of different places to work in your community: store, restaurant, clinic, school, office, laundry, etc. As you make statements about where some people work, the students hold up the correct illustration.

E.g., Teacher: "Some people work at the Co-op."
Students hold up illustration of Co-op.

L 3. Use the display from CD/LE #1b. Divide the class into two teams. Make a statement about one of the pictures. One person from each team finds the picture you are describing and touches it as quickly as possible. The team that is fastest and correct gets a point.

L 4. Refer to pictures in the display from CD/LE #1b. Point to a picture and ask where the worker works. Answer correctly sometimes and incorrectly other times. If the answer is wrong, students say "NO." If the answer is correct, students say "YES."

E.g., Teacher: "Where do cashiers work?
Cashiers work in a clinic."
Students say "No."

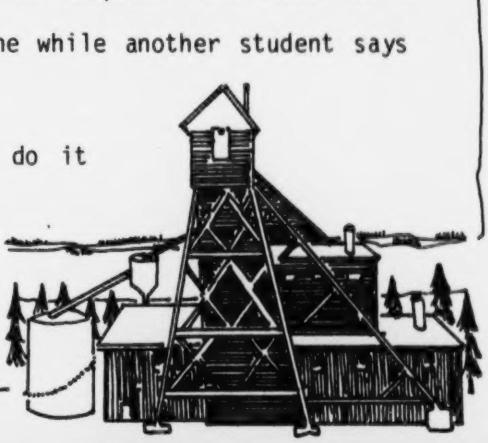
L/S 5. Place the students in pairs. Have one pair at a time act out a different type of work. They ask the class "Where do __________ work?" The class has to guess and answer "Pilots work at an airport."

L/S 6. Practice the poem with the class. Vary the way you say it by:

a) leaving out the last word of each line, holding up a picture (from stencil - see #2) and having students say it;
b) dividing the class into two groups, one to say the first part: "Some people work" and the other to complete the line "at a clinic;"
c) having one student act out each line while another student says each line;
etc.

R 7. Make a concentration game. You could do it several ways:

a) Match place of work to community name.



b) Match place of work to name of worker.
c) Match two workers who work in the same place.

Students try to make a pair and use one of the patterns to describe their pair. If they match a pair correctly and describe it correctly they keep the pair. (You can use illustrations of the places to work for students who can't read the names.)

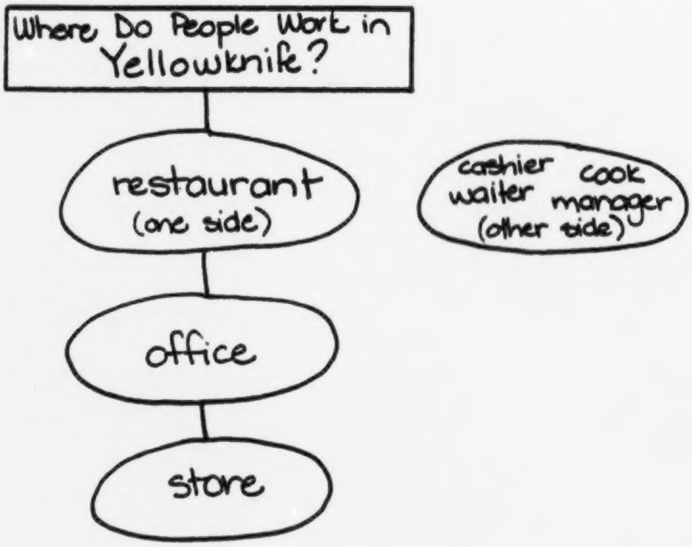
R/W 8. Put the poem "Working in Yellowknife" on sentence strips:

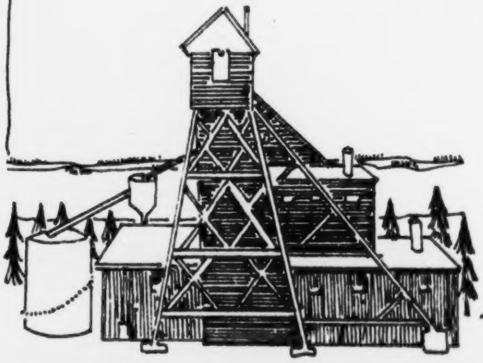
Some people work at a clinic

Read it over with students and do any of these activities:

a) hand out each strip to a student. They put them back in the correct order.
b) cut off the last word in each line and hand it to a student. They find the right place for their word.
c) cut up each strip into separate words. Students work in pairs to put sentences together.
Etc.

R/W 9. Have students make mobiles of the work people do/places people work in Yellowknife/your own community. Use the place names or the names of the jobs or both:


Where Do People Work in Yellowknife?
restaurant
(one side)
cashier
cook
waiter
manager
(other side)
office
store



Application

1. Have students change the original poem by using names of jobs. Illustrate and display:

   Doctors work at a clinic.
   Lifeguards work at the pool.
   Civil servants work for the government.
   Students work at school.

   Secretaries work in an office.
   Miners work in the mines.
   Carpenters work in construction.
   Babysitters work at home all the time!

   Pilots work at the float base.
   Cashiers work in the stores.
   Waiters work in a restaurant.
   Elders don't work any more!

2. Make a mural of people at work. Add the sentences.

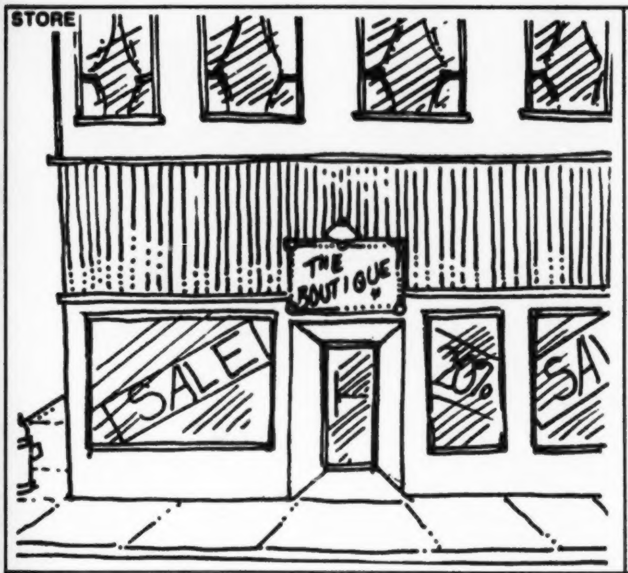
3. Make a series of dioramas of people and their workplaces.

Related Activities

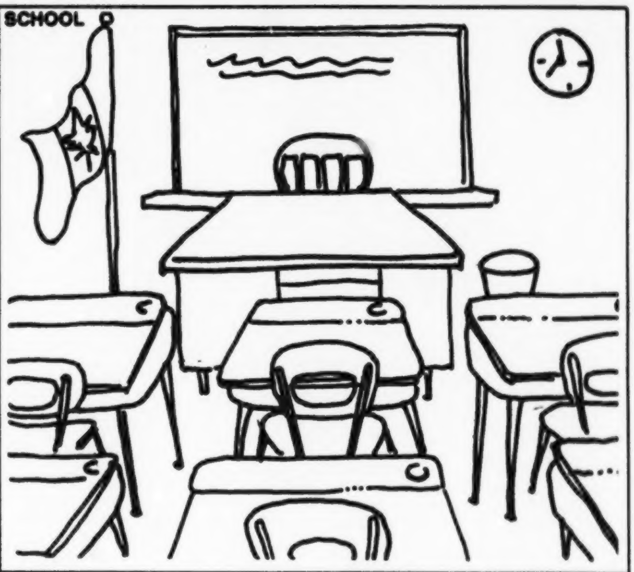
1.Make a graph showing what types of jobs people have in Yellowknife.

Other Ideas - (Add your own)

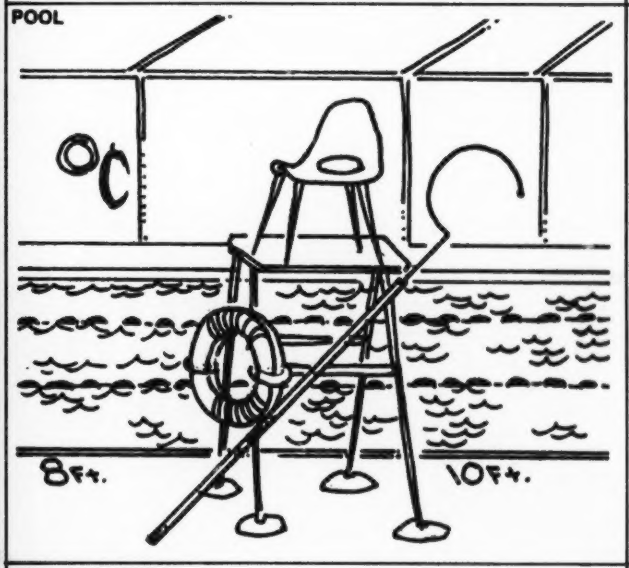
STORE


THE BOUTIQUE
SALE
20%
SA

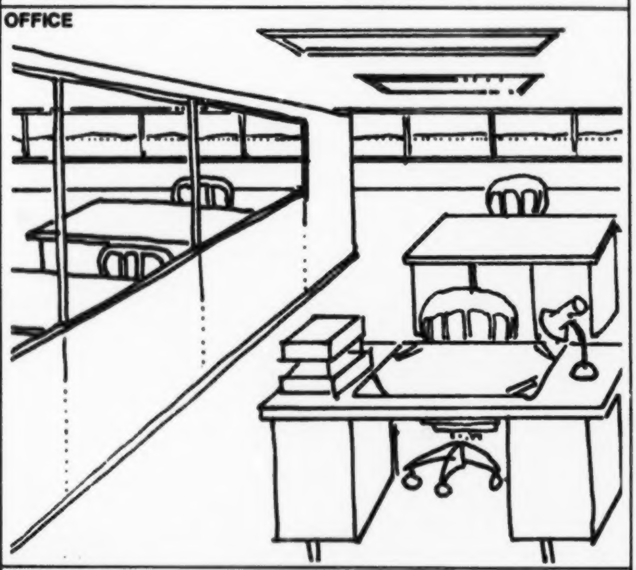
SCHOOL



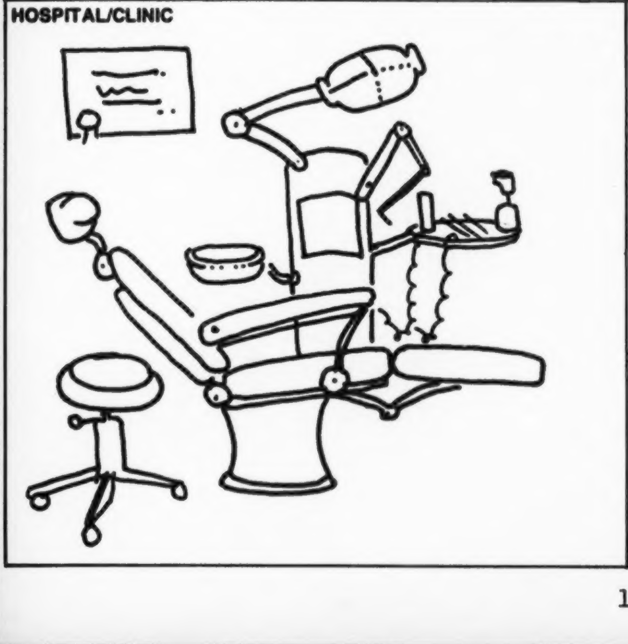
POOL



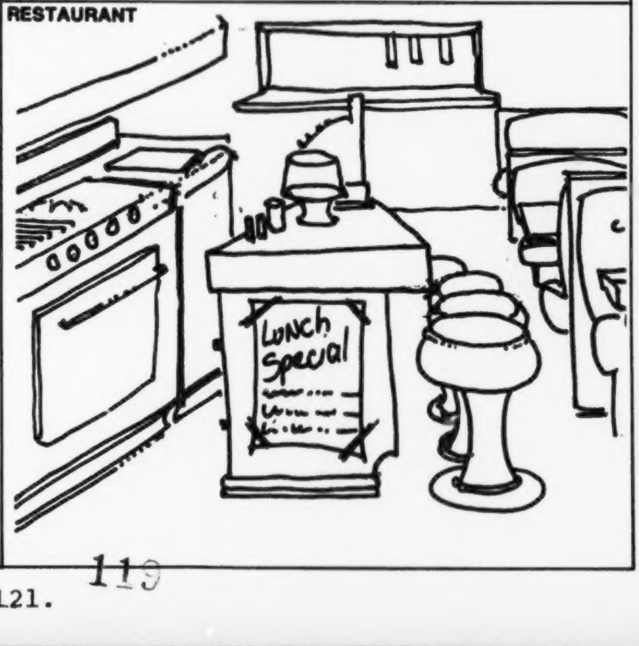
OFFICE



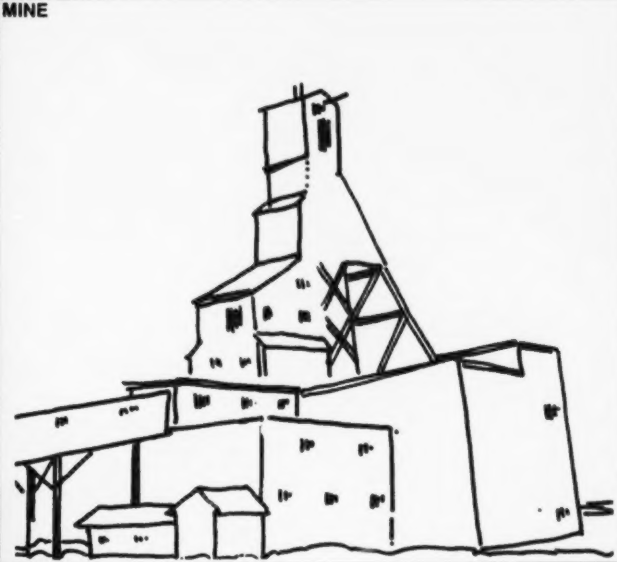
HOSPITAL/CLINIC



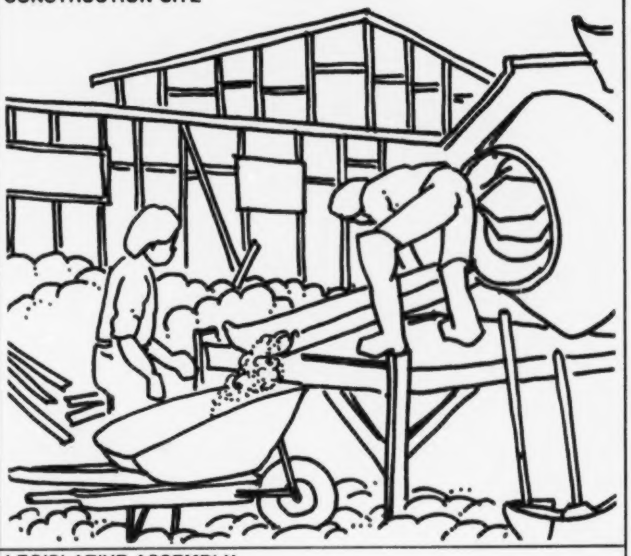
RESTAURANT


Lunch Special

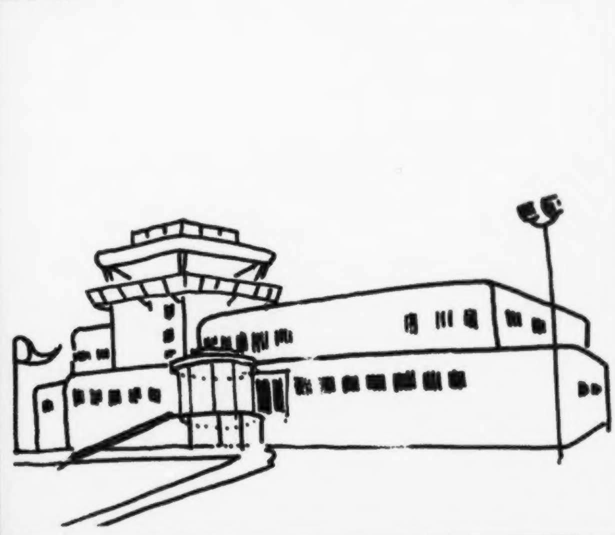
MINE



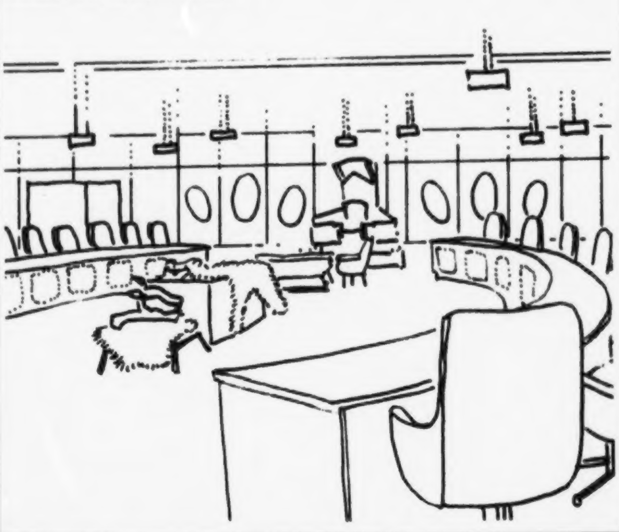
CONSTRUCTION SITE



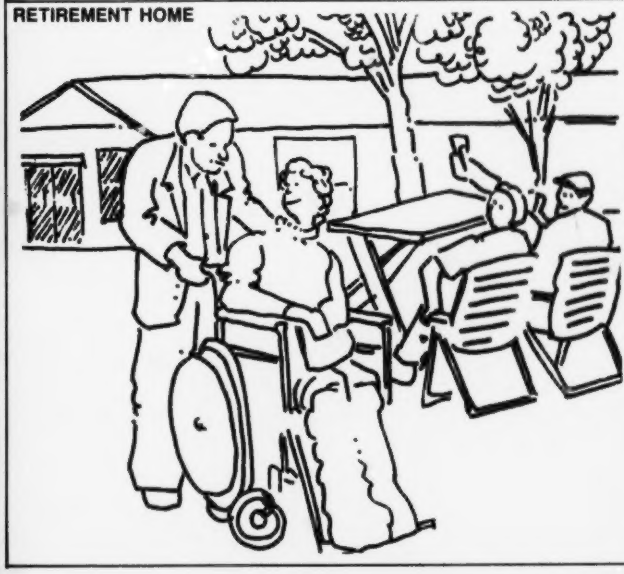
AIRPORT



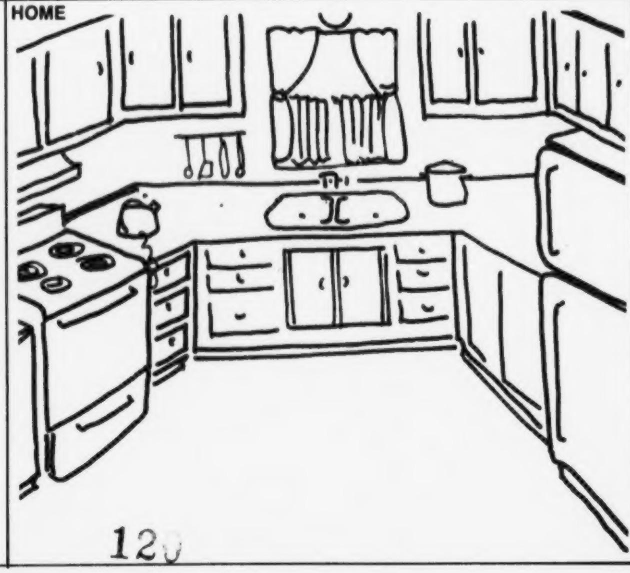
LEGISLATIVE ASSEMBLY



RETIREMENT HOME



HOME



LESSON: THE MINES

Concepts: Identification of Yellowknife as a specialized community with respect to gold mining.

Yellowknife produces gold ore which is needed by other communities.

English Vocabulary (* actually developed in this lesson)

* Choose whatever is necessary from poem:

mine
mining
cage
ore
shaft
bars
gold
mint/bank
underground
melt
mill
stope

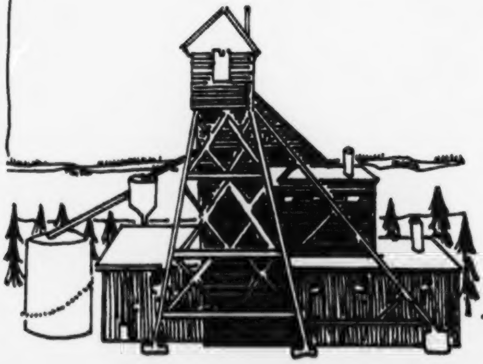
English Sentence Patterns (* actually developed in this lesson)

* What do miners do?

* They _________.

Special Materials Required

Pamphlets, pictures on mining
Stencil of mining locations (Pg. 129)
Yellowknife slide set
Illustrations of key vocabulary items
Samples of gold bearing ore and other minerals/rocks



THE YELLOWKNIFE GOLD MINES

To the Tune: "The Farmer in the Dell"
Adapted by C. McGregor and H. Nolsoe

The miners go to work.
The miners go to work.
Hi ho, a mining-oh
The miners go to work.

They put on special clothes.
They put on special clothes.
Hi ho, a mining-oh
They put on special clothes.

They go down in the cage.
They go down in the cage.
Hi ho, a mining-oh
They go down in the cage.

They work the big machines.
They work the big machines.
Hi ho, a mining-oh
They work the big machines.

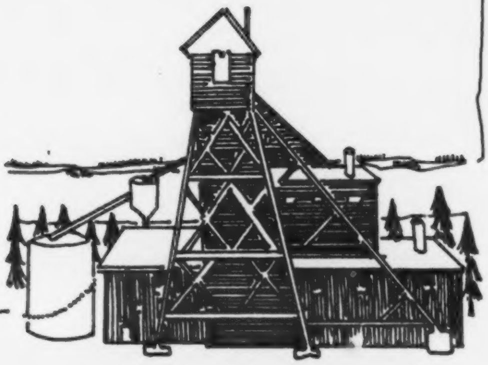
They bring up loads of ore.

They take out all the gold.

They melt it into bars.

They ship the gold down south.

They keep it at the Mint/bank.



Concept Development/Language Exposure

1. Students will require an explanation of the mining process. Use pamphlets, pictures, slides and drawings to provide a brief description of what miners do. Show some ore samples. Illustrate new words such as shaft, cage, bars with pictures. Explain that some miners also work on the surface. Make an illustrated vocabulary list. Keep the sentence patterns as simple as possible. Include some of these activities:

   a) Go for a walk with the class and look at the different types/colours of rocks. Where are the rocks? What is inside them? Explain that gold (show them something gold) is found under the ground in rocks. Miners take the gold out of the ground.

   b) Discuss how miners get down under the ground to take the gold out of the rocks. (Ask students for their ideas.) Explain that a long tunnel or hole is made in the ground and a long "shaft" goes down the hole. (Draw an illustration.) In the shaft they put a "cage" - big enough for 18 men! The men go up and down in the cage all day long. That is how they get underground.

   c) The cage stops along the way down the shaft and some men get out to work in places called "stopes." This is where they use drills and dynamite to break up the rock or "ore". (You could act this out.)

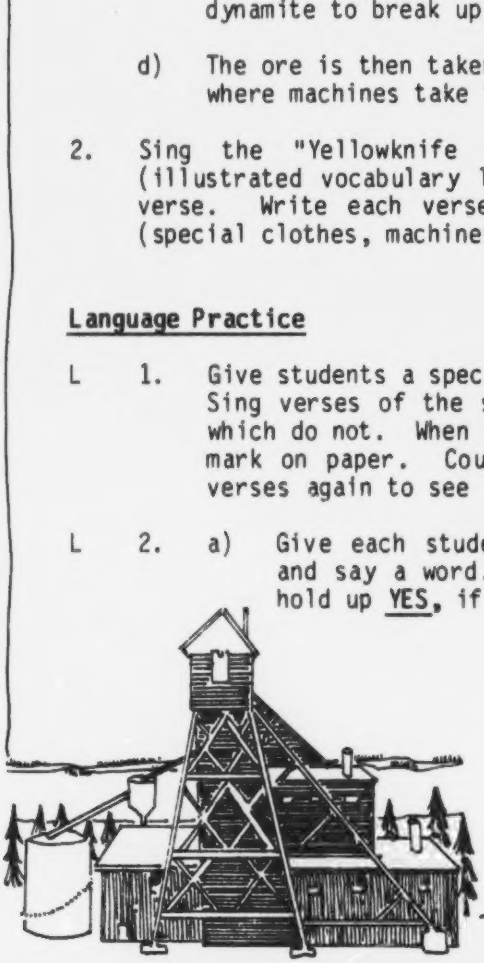
   d) The ore is then taken to the surface and sent to the "mill," the place where machines take the gold out of the ore.

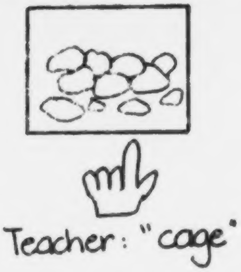
2. Sing the "Yellowknife Gold Mines" song to students using pictures (illustrated vocabulary list) and actions to portray the meaning of each verse. Write each verse on chart paper and display with illustrations (special clothes, machines, ore, cage, etc.) where appropriate.

Language Practice

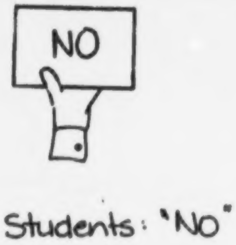
L 1. Give students a specific word to listen for in the song, e.g., "gold." Sing verses of the song for them - some which include the word, some which do not. When they hear the word, students clap or make a check mark on paper. Count how many times they heard the word. Say the verses again to see if they were right.

L 2. a) Give each student a YES and NO card. Point to an illustration and say a word. If it corresponds to the illustration students hold up YES, if not, they hold up NO.





Teacher: "cage"



Students: 'NO'

b) Using the same cards, say a line from the poem. If it makes sense, students hold up **YES**. If not, students hold up **NO**.

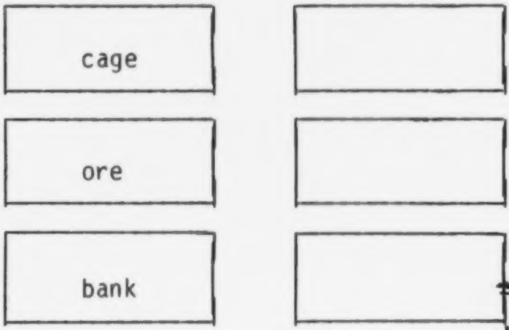
E.g., Teacher:	"They go down in the cage."	**YES**
	"They are looking for ice cream."	**NO**
	"They work video machines."	**NO**
	"They work the big machines."	**YES**

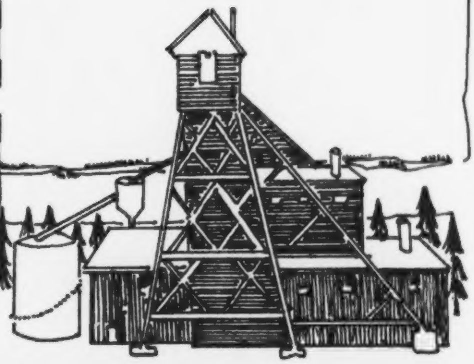
L/S 3. Use the verses on the chart to sing the song several times with students in various ways:

a) Divide the class into nine groups, one for each verse. Have each group sing their verse with appropriate actions.
b) Have the whole class sing everything except the line "Hi-ho, a mining-oh!" Have one group sing just that line.
c) Divide the class into four groups. Each group can say one line of each verse.
Etc.

L/S 4. Cumulative Chain Drill: Ask a student "What do miners do?" S/he answers: "They put on special clothes." and then asks the next student, "What do miners do?" S/he repeats first student's answer and adds own: "They put on special clothes and go down in the cage." Continue until students can't think of anything else to add; then start over again. You may want to do this in several small groups so students don't have to remember as many items.

R 5. Display the illustrated vocabulary list. Write the vocabulary words on cards for the pocket chart. Mount a second set of illustrations on cards for the pocket chart. Match the word cards to the picture cards.





Hand out word/picture cards to students. As you make statements about what miners do, e.g., "They go down in the cage." students bring up appropriate word card and illustration.

R/W 6. Write the vocabulary words on two sets of cards. Review them with students. Cut up each word into individual letters. Mix up the letters from each set of words and put them in two separate piles. Divide the class into two teams. Call out a word. One student from each team runs to a pile and tries to find the letters to make the word. Let students use the illustrated vocabulary list for reference if they need help. The team that completes the word first, and correctly, gets a point.

W 7. Divide students into groups, one for each verse. Have students illustrate the verse and write out the words on chart paper. They could make appropriate props for their verse as well. Display the illustrations or make them into a large book. Sing the song using the display/book and props for other classes.

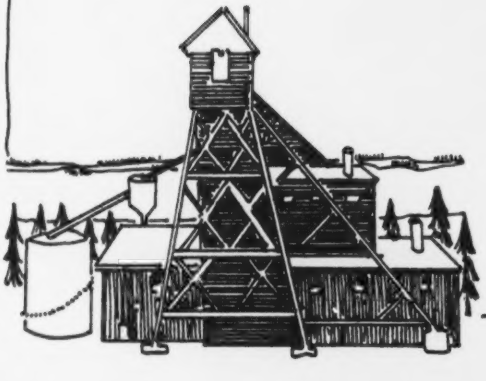
Application

1. Have students draw/paint pictures of some aspect of "mining life." Make a "mining mural." Add the sentences.

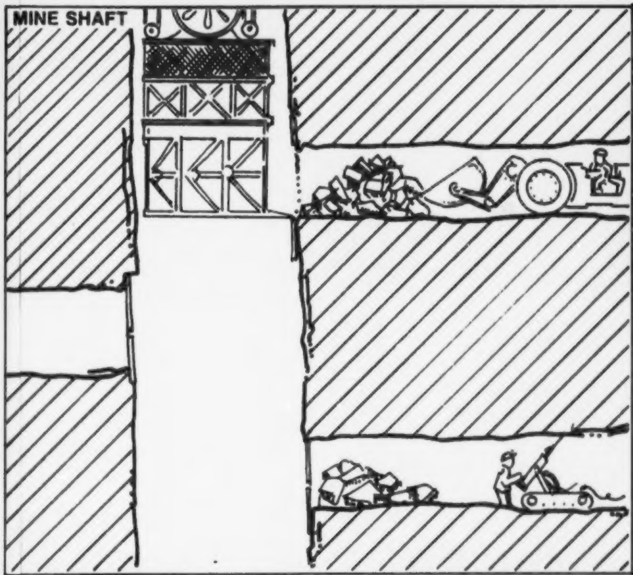
Related Activities

1. Play The Gold Game from "A Raven's View of Yellowknife."
2. Find out where other mines are located in the N.W.T. Mark these on a map. What do we get from these mines? Make a chart of the things made from gold, from silver, lead, zinc, etc.
3. Make a model of a working shaft, of an underground mine.

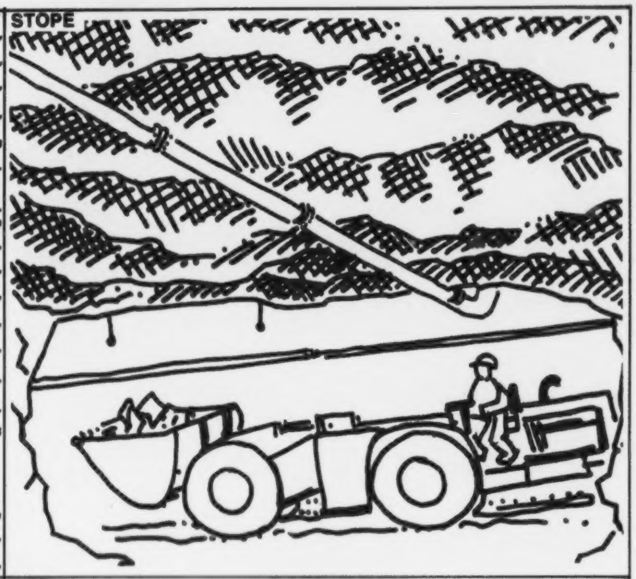
Other Ideas - (Add your own)



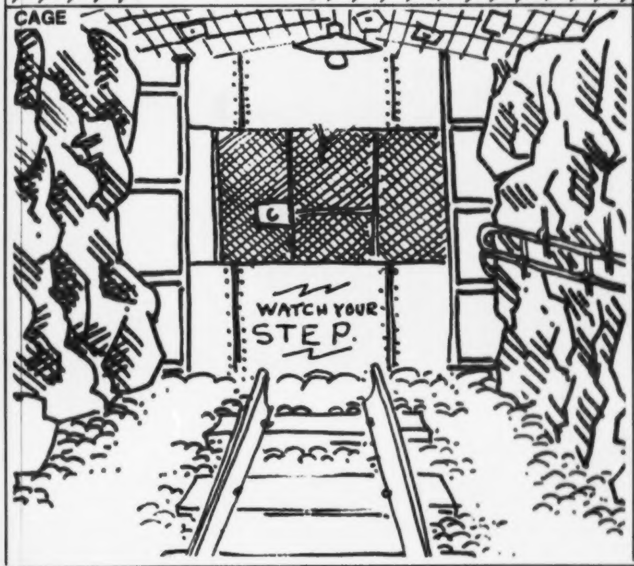
MINE SHAFT



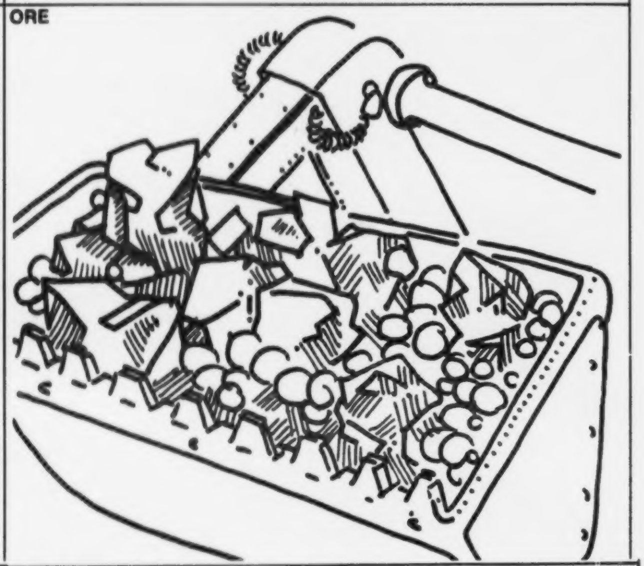
STOPE



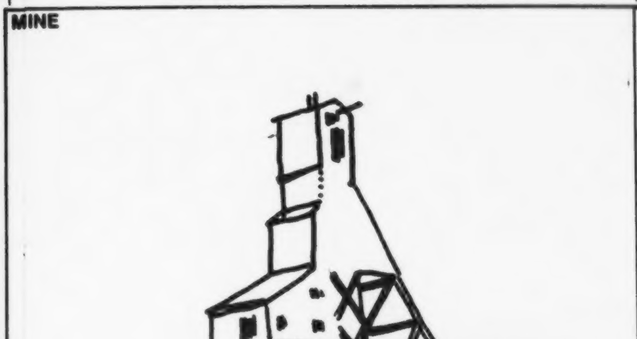
CAGE


WATCH YOUR STEP.

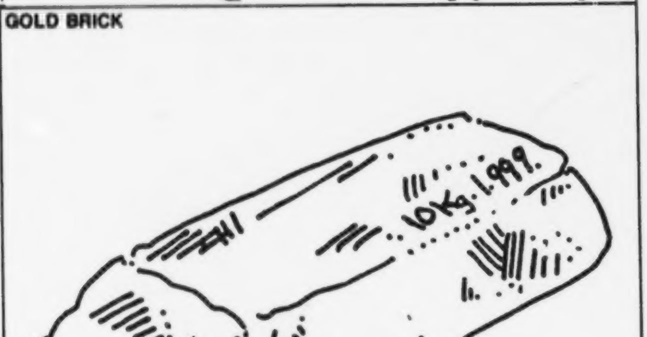
ORE



MINE



GOLD BRICK



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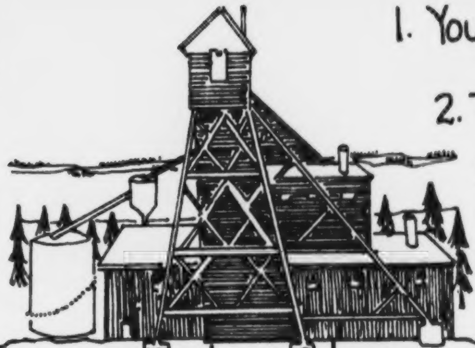
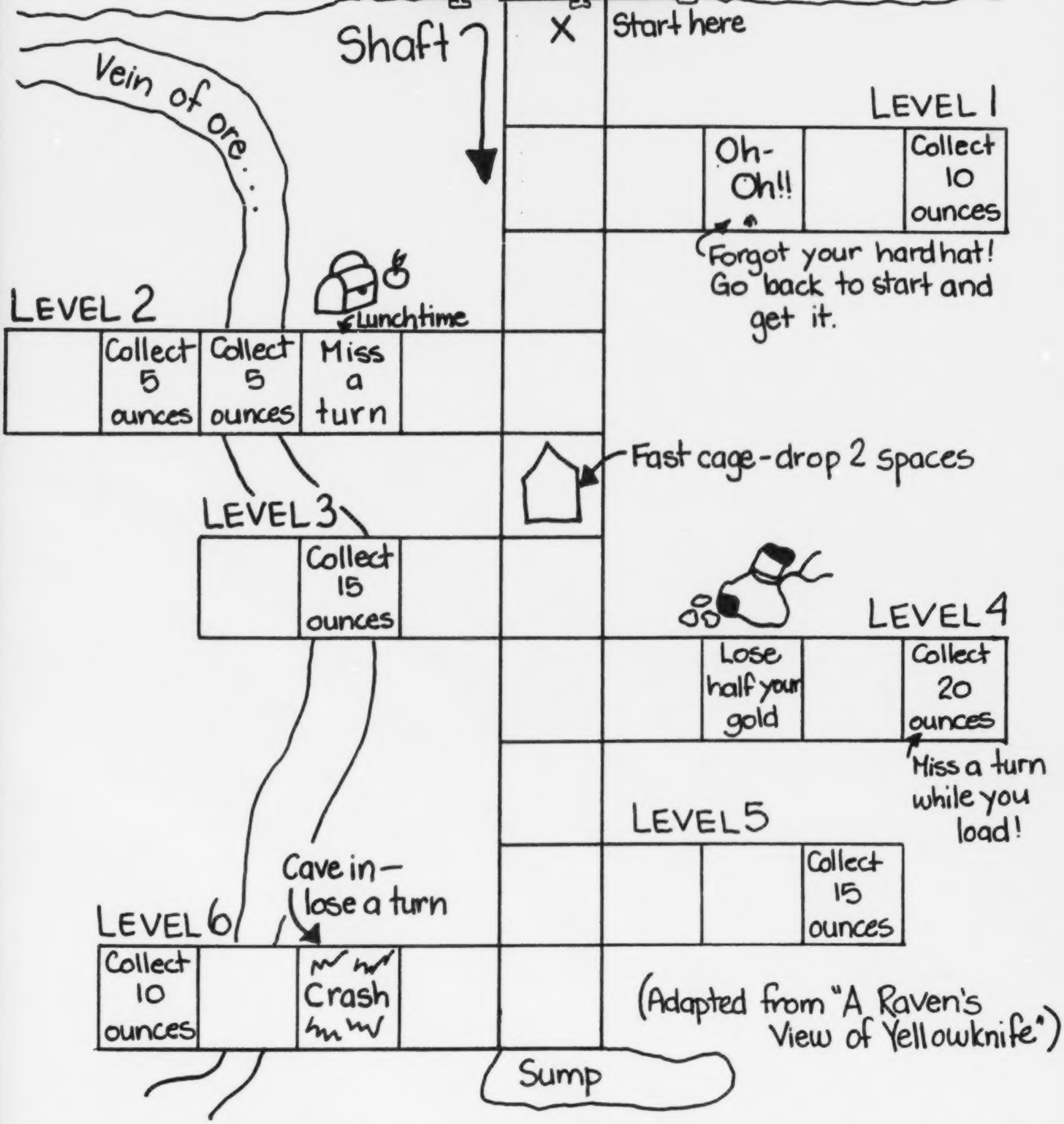
The Gold Game



1. You need dice and markers.
2. Try to collect as much gold as you can in 10 turns.
3. You may enter each level only once.



X
Start here
Shaft
Vein of ore . . .
LEVEL 1
Oh-Oh!!
Collect 10 ounces
Forgot your hardhat! Go back to start and get it.
Lunchtime
LEVEL 2
Collect 5 ounces
Collect 5 ounces
Miss a turn
Fast cage-drop 2 spaces
LEVEL 3
Collect 15 ounces
LEVEL 4
Lose half your gold
Collect 20 ounces
Miss a turn while you load!
LEVEL 5
Collect 15 ounces
Cave in— lose a turn
LEVEL 6
Collect 10 ounces
Crash
Sump

(Adapted from "A Raven's View of Yellowknife")

Science/Social Studies

Learn the elementary principles of law making.

Understand the function of Yellowknife as capital.

Find out about Ottawa as the nation's capital.

Find out the other provincial/territorial capitals.

Find out status of own community.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

YELLOWKNIFE AS THE CAPITAL

Math

Make simple graphs to show how much money the government spends on education, health, social services, etc. (For older students!)

Art

Design flags and crests.

Language Arts

Interview someone involved in government in Yellowknife.

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LESSON: THE CAPITAL

Concept: Identification of Yellowknife as a specialized community with respect to its role as a government centre.

Yellowknife's influence on home community.

English Vocabulary (* actually developed in this lesson)

* important/special
* city/town/settlement
* capital
* government

* makes laws/rules
* has meetings
* talks about problems
* helps people

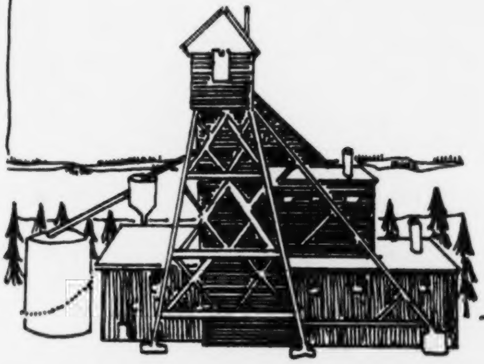
etc.

English Sentence Patterns (* actually developed in this lesson)

* Why is _________ an important (settlement/town/city)?
* _________ is an important (town/city) because _________.
* The capital is where the government _________.

Special Materials Required

Photos/slides of government in Yellowknife
e.g., "The Tenth Legislative Assembly" (from Civics kit)
Flags of the Northwest Territories (poster)



Concept Development/Language Exposure

1. Discuss your own community and why it is special or important, e.g., it has good fishing; it is a Regional Centre; it has good carvers, etc. Use the sentence patterns to list all the reasons why your community is important. (This should be review material.)

2. a) Show students the slides/photos of Yellowknife which depict the government functioning. Tell the students that Yellowknife is special/important because it is the capital. Put the word 'capital' on the board.

   b) Explain that the capital is where the government meets to make laws, talk about problems, help people, etc. (Explain this in the native language if necessary.) Refer to slides/photos to illustrate what the government does. Use sentence patterns as much as possible.

3. a) Give the students a problem. Tell them they are working for the government and they have to make a rule or law for this problem.

   E.g., "The playground equipment in the school yard has been broken by some older kids. Little children keep hurting themselves when they play on it. The playground is not as much fun anymore. What could/should be done?"

   b) Divide students into groups and work with each group to come up with solutions to the problem. Share all the suggestions. Have the class decide which one is best. When the class has made a decision, they will have made a rule or law, just like the government does.

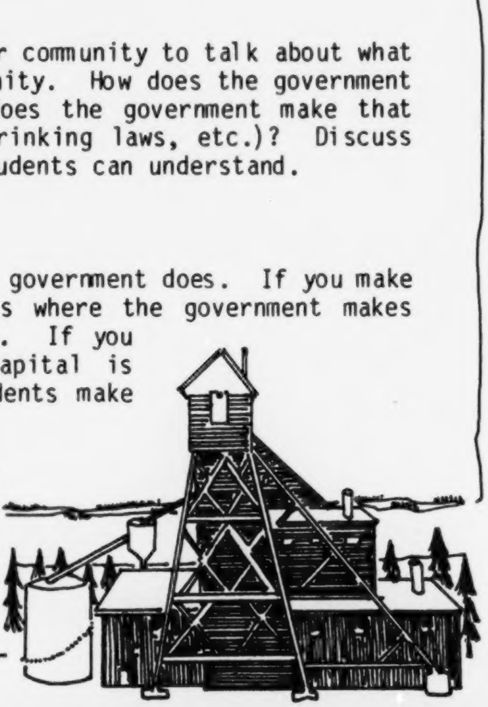
   c) Have students think of problems in the classroom for which they need to have rules or laws. Repeat the activity from 3b to come up with possible solutions.

4. Ask a representative of the government in your community to talk about what the government does for people in your community. How does the government help people in the settlement? What laws does the government make that people have to follow (e.g., safety laws, drinking laws, etc.)? Discuss what the visitor says, using examples that students can understand.

Language Practice

L 1. Use the photos/slides to review what the government does. If you make a true statement, e.g., "The capital is where the government makes laws." students make the thumbs up sign. If you make a false statement, e.g., "The capital is where the government makes cakes." students make the thumbs down sign.

L 2. Ask students to listen to pairs of vocabulary words. When they hear two words that are the same, they should stamp their feet. If the two words are different, they should clap their hands.



E.g., Teacher: "capital, captain"
Students: clap their hands
Teacher: "capital, capital"
Students: stamp their feet

L/S 3. Give each student a card which says **YES** and a card which says **NO**. Make statements using the sentence patterns. If a statement is true, students hold up **YES**; if it is false, they hold up **NO**.

E.g., Teacher: "Yellowknife is an important city because it has lots of ravens."
Students hold up **NO**.
Teacher: "The capital is where the government makes laws."
Students hold up **YES**.

To make this into a speaking activity, have students repeat correct sentences.

L/S 4. Have students sit in a line in front of the teacher. The teacher rolls a ball to a student and says half of a sentence pattern: e.g., "Yellowknife is an important city because ..." The student catches the ball and completes the sentence "it is the capital of the N.W.T." and rolls it to another student who begins the next sentence: "The capital is where the government..." and so on.

S/R 5. a) Have students review (orally) what the government does. As they give each activity, write it on a sentence strip and put it in the pocket chart, completing the sentence. Read the sentence with the class each time you complete it differently.

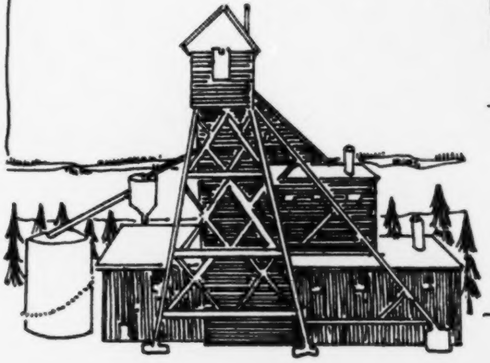
The capital is where the government	makes laws
	helps people

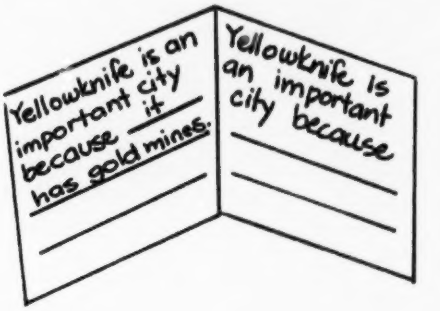
b) Hand out the sentence strips to various students. Have each student bring his/her strip up and have the class read the sentence or have the student read the sentence made.

W 6. a) Review CD/LE activity 1a. Have students make booklets about their community, using the sentence pattern:

_____ is an important town/city because _____.

b) Have students make booklets about Yellowknife reviewing what they have learned in other lessons as well as this one:




Yellowknife is an important city because it has gold mines.
Yellowknife is an important city because

Application

1. Use the map of Canada to find and list the capitals of the provinces and Yukon.

2. Find the capital of all of Canada on the map as well.

3. Find out what the status of your community is: unorganized settlement, settlement, hamlet, village, town, city. Discuss (briefly) the differences between these types of communities.

Related Activities

1. Look at the N.W.T. crest and flag. Discuss the symbols represented in them - are these things that make the N.W.T. special or important? Find out if your community has its own crest. If it does, what does it represent? If not, design one. Look at crests of other communities in the N.W.T. (See poster). Be sure to include symbols of the thing/s that make your community important/special.

2. Interview someone involved in government in Yellowknife.

Other Ideas - (Add your own)

Science/Social Studies

Find out about carnivals across the north/across Canada/the world.

Make a dateline of special events in Yellowknife.

Compare sports/games enjoyed in the home community and in Yellowknife.

Make a map of Yellowknife showing where various activities take place.

Learn more about traditional games.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

RECREATION IN YELLOWKNIFE

Math

Make a graph of recreational activities.

Conduct a survey to show peoples' favourite games/sports.

Art

Make a mobile of recreational activities.

Create a Ted Harrison-type painting showing people in Yellowknife enjoying themselves.

Create a circle showing seasonal activities in Yellowknife.

Make a collage of people having fun.

Language Arts

Poem "Fun in Yellowknife."

Write other poems about recreation in the home community.

Write and illustrate a story about a special carnival or sporting event.

Make a "fun" book.

Write about your own favourite sport.

LESSON: RECREATION IN YELLOWKNIFE

Concept: Identification of the recreational facilities available in Yellowknife.

English Vocabulary (* actually developed in this lesson)

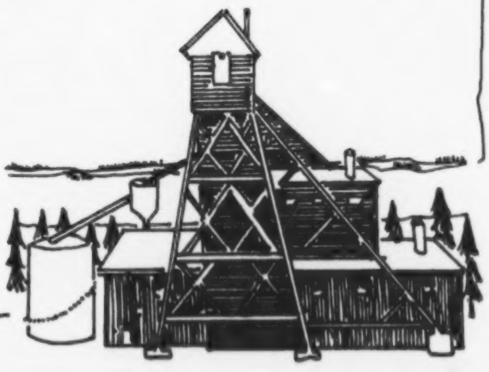
* From the poem

English Sentence Patterns (* actually developed in this lesson)

* What can you (hear/see/do) in (Yellowknife)?
* You can _________.
* (Yellowknife) has lots of things to (hear/see/do).

Special Materials Required

Pictures/slides of people enjoying themselves.



FUN IN YELLOWKNIFE!

by C. McGregor, H. Nolsoe, W. Stephenson

Yellowknife has lots of things
To hear and see and do.
You can hear the float planes revving -
And the skidoos, too!

Yellowknife has lots of things
To hear and see and do.
You can hear the children playing -
And their families, too!

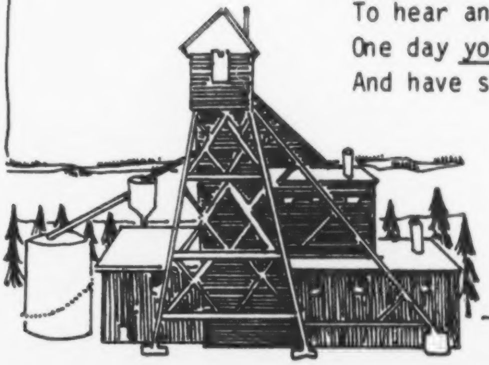
Yellowknife has lots of things
To hear and see and do.
You can see the actors performing -
And musicians, too!

Yellowknife has lots of things
To hear and see and do.
You can see arcade lights flashing -
And the videos, too!

Yellowknife has lots of things
To hear and see and do.
You can join a team for bowling -
And for baseball, too!

Yellowknife has lots of things
To hear and see and do.
You can join the carnival dancing -
And the contests, too!

Yes!
Yellowknife has lots of things
To hear and see and do.
One day you may come visiting -
And have some fun times, too!



Concept Development/Language Exposure

1. a) Look through a book or magazine with students. Point out the pictures of people having fun. Discuss what they are doing. Be sure to include some northern activities like skidooing, going on hondas, sliding, etc. Discuss how you know people are having fun. How do they look?

   b) Make a collage of pictures of people having fun. Students may want to make some illustrations for activities for which they cannot find pictures.

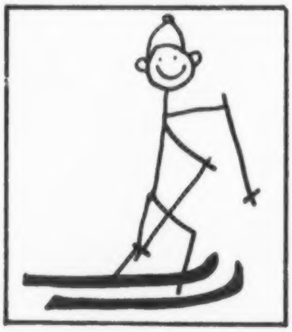
2. a) Ask students how else they know when people are having fun. Ask "What can you hear in (your community)?" Make a list of the sounds around your community that tell you people are having fun. Review the list using the pattern "You can hear __________."

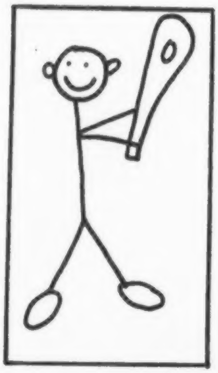
   b) Repeat the above activity with things you can see and do. Use sentence patterns: "What can you do/see in __________?"
   "You can see/do __________."

   c) Review all the information from 1.a) and 1.b) using the pattern:

   (Your community) has lots of things
   To hear and see and do
   You can __________ __________

3. Read the poem "Fun in Yellowknife!" to students. Use illustrations or actions to make sure students understand each activity.





4. Compare the things to hear/see/do from your community lists with those mentioned in the Yellowknife poem. Make a chart and discuss it using the sentence patterns.

	Yellowknife	Your community
👁		
👂		

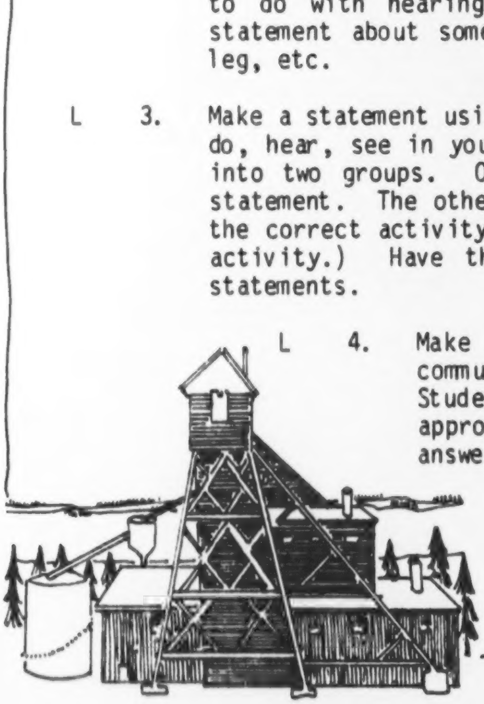
Language Practice

L 1. Divide the classroom into three areas: See/Do/Hear. When you call out a line from the poem that talks about something you hear, students point/run to that area of the room. When you call out a line that mentions something you see, students point/run to that area, etc.

L 2. Give students a stencil with large drawings of an ear, an eye, a leg. Students cut out each picture. Make statements about the pictures in the collage from CD/LE 1.b): "What can you see in __________?" or "You can see __________." When you make a statement about something to do with hearing, students hold up the ear. When you make a statement about something that involves doing, students hold up the leg, etc.

L 3. Make a statement using one of the sentence patterns about something to do, hear, see in your community or in Yellowknife. Divide the class into two groups. One group pantomimes the activity involved in the statement. The other group decides whether the first group acted out the correct activity. (The group may decide not to act out the right activity.) Have the groups trade roles. Repeat for a number of statements.

L 4. Make a series of statements about activities in your community and Yellowknife: "You can _____ _____." Students write down the name or names of the appropriate community for each activity. Discuss the answers.



L/S 5. Chain drill: Say to the first student: "Yellowknife has lots of things to see and hear and do. What can you see in Yellowknife?" He answers and asks the next student who answers and asks the next students and so on. Continue until students can't think of anything else to see. Then they can ask: "What can you do in Yellowknife?" Etc. Repeat for the activities from your own community. You can make this activity more difficult by having students repeat the answer from the students before him.

L/S 6. Substitution Drill:

Teacher: "You can join a team for bowling. - arcade lights"
Students: "You can see the arcade lights flashing."

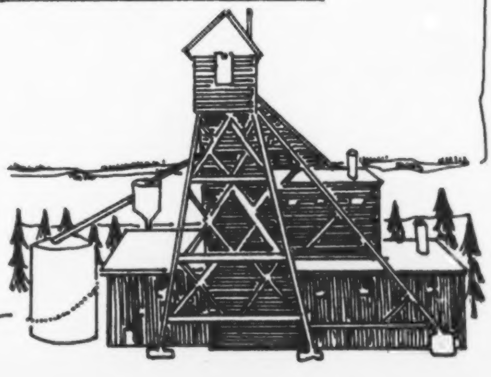
L/S 7. Repeat the poem with students in different ways so they get practice saying it:

a) Have them say the first two lines of each verse; you say the last two.
b) Divide the class into 8 groups: one for the first two lines of each verse and one for each of the last two lines.
c) Hold up illustrations/do actions from CD/LE 3 and have students say the correct line/verse.
Etc.

R/W 8. Have students make Bingo cards using activities from CD lists. Make sure the cards are different.

carnival dancing				float planes revving
children playing		bowling		
	skidooing		going on a picnic	
watching videos				children sliding
		going on a Honda	lights flashing	

Make statements using the pattern: "You can ______." Students put markers on the phrases as you mention them.



W 9. Have students write a few sentences about their favourite things to see and hear and do in their community.

W 10. Give each group a verse of the poem to copy and illustrate on a large sheet of paper. Each group should read its verse. Do activities with the charts:

   a) Mix the verses up and put back in order.
   b) Cut up a verse and put it back in order.

Application

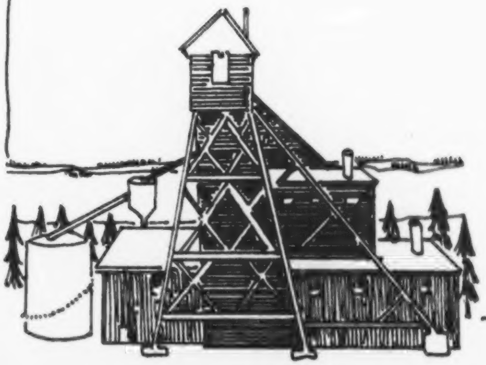
1. Make up other verses for the poem.
2. Make up verses for a poem about your own community.
3. Most communities have carnivals of some sort - so does Yellowknife! Talk about the activities at the carnival in your community. Have students illustrate/paint a large mural of activities at a carnival (summer or winter). Adapt poem to apply to carnivals:

Carnivals have lots of things
To hear and see and do.
You can hear the children shouting
And the adults, too!

Related Activities

1. Conduct a survey to show people's favorite recreational activities.
2. Create a "Ted Harrison" type painting showing people in Yellowknife enjoying themselves.
3. Make a recreation mobile.

Other Ideas - (Add your own)

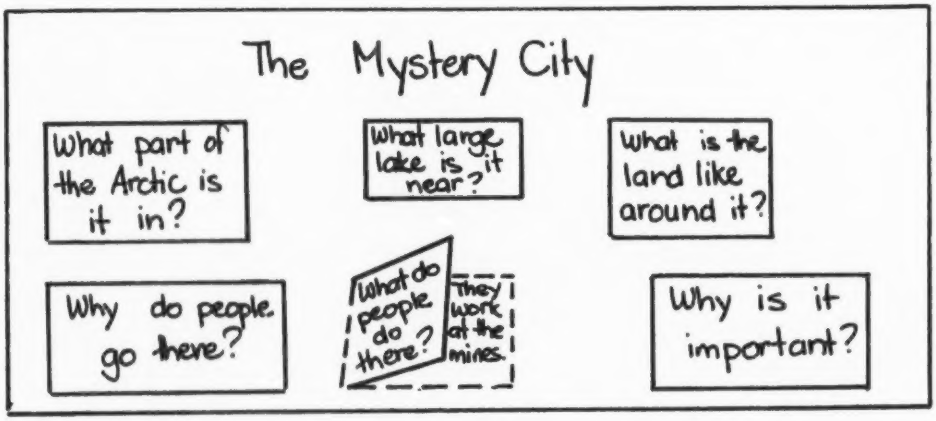


CULMINATING ACTIVITIES

The purpose of these activities is to reinforce and consolidate skills, concepts and language learned throughout the unit.

1. Have students write short stories about the typical Saturday or weekday afternoon of a student the same age in Yellowknife. They could include recreational activities, what they have for supper at a restaurant, where they live, going shopping at a store downtown, etc. These could be in the form of journal entries or "A Day In The Life of ..." (Some students might want to choose an occupation - miner - and write about his/her life.)

2. Have students make a quiz bulletin board for other students in the school. The title could be "The Mystery City." Below the title, make a series of doors which open. On the front of the door write a question about Yellowknife. Inside the door write the answer. See if other students can guess the name of the city when they have answered all the questions.


The Mystery City
What part of the Arctic is it in?
What large lake is it near?
What is the land like around it?
Why do people go there?
What do people do there?
They work at the mines.
Why is it important?

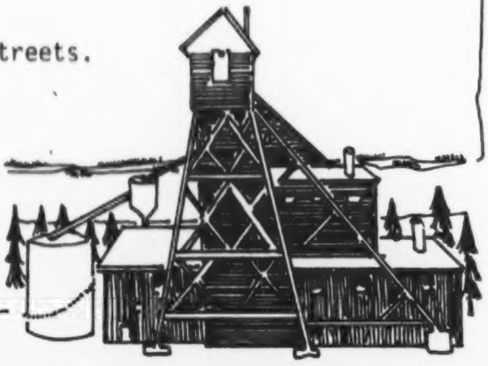
3. a) Brainstorm with one group of students a list of questions they would like to ask someone who lives in Yellowknife:

   e.g., What do you like about living there?
   What don't you like about living there?
   What would you like to change?

   b) Have another group of students try to answer the questions as if they lived in Yellowknife:

   e.g., There are lots of things to do.
   There are too many people.
   There is too much garbage on the streets.

4. a) Brainstorm descriptive words and phrases about Yellowknife: strange, big, noisy, dirty, cold, capital, busy, far away, government, southern, city, lots of cars, many people, windy, etc.



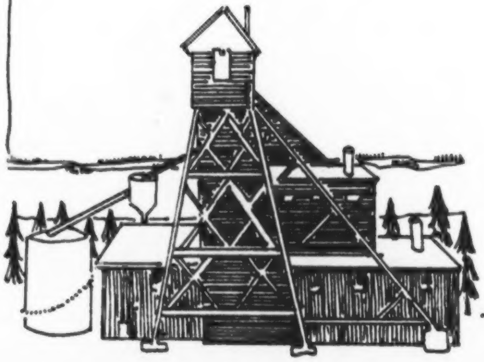
b) Use these words to make a cinquain poem with the class:

one word	City
two words	Far away
three words	Big, Busy, Noisy
four words	Strange place to visit
one word	Yellowknife

c) Have students work in pairs or small groups to write and illustrate their own poems.

5. Have students imagine they are giving instructions to someone who is going to visit Yellowknife for the first time. This is someone who knows nothing about the city. Have each student (or a pair of students) make a chart telling that person what they should know about Yellowknife. Have students follow this model (from Some Things You Should Know About My Dog, by Muriel Batherman, Prentice-Hall, Inc., 1976):

The first thing you should know about Yellowknife is that __________.
The second thing you should know about Yellowknife is that __________.
The third thing you should know about Yellowknife is that __________.
etc.
But, the MOST IMPORTANT thing you should know about Yellowknife is __________!



EVALUATION ACTIVITIES

It is important to assess what your students have learned during this unit. The following activities evaluate language and concepts.

You can do them orally (in small groups or with individuals) to test listening and speaking or on paper to test reading and writing. You could use the "ladder" from the Introductory Activities as a starting point. These are only suggestions; you can substitute different content or vocabulary items to make them more appropriate for your students. You probably will want to include many other activities as well.

1. Tell or give students four or five words or phrases. Have them indicate which do not belong:

   Yellowknife: capital, mines, swimming, Eastern Arctic, government

2. Tell or give students sentence beginnings to match to sentence endings:

Your community	is in the Western Arctic.
Yellowknife	is on Great Slave Lake.
Yellowknife	has people from only a few cultures.

3. Tell or give students a short story about Yellowknife which includes information covered in the lessons. Deliberately make some mistakes. Students must try to catch your mistakes and correct them.

4. Give students a map of Yellowknife. They should label as many of the main features/buildings discussed as possible.

5. Tell or give students the beginning of a sentence and several possible endings. Students indicate which sentence ending is most appropriate and explain why. (More than one ending may be correct.)

   Yellowknife is an important city - because it provides services to other communities.
   - because it is the largest city in the N.W.T.
   - because it has 2 gold mines.

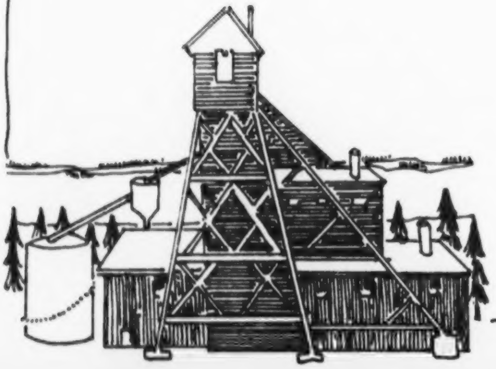
   Students indicate all of the possible sentence endings.

   If you lived in Yellowknife, you would see:

   - lot of different kinds of buildings.
   - lots of cars and trucks and buses.
   - lots of people walking on the streets.
   - lots of mountains by the lake.

6. Have each student make a chart comparing their community and Yellowknife:

These Things Are The Same	These Things Are Different



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